1997 CRITICAL SUCCESS FACTORS

FOR THE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Eighth Annual Report

North Carolina Community College System
Planning & Research Section

June 1997

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Planning & Research

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CRITICAL SUCCESS FACTORS FOR THE

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INTRODUCTION

This eighth annual report on the critical success factors for the North Carolina Community College System is one of several System accountability tools. The data presented in this report are indicators of the health of the System, the extent to which the System is addressing the needs of the state, and the success of the System as measured by student outcomes. Where possible, data covering a five-year period have been presented to indicate trends relative to the measures.

The original intent of the critical success factors report was to present data that would measure the performance of the System. As the years have progressed, however, the report has been modified to include institutional data on certain measures. In presenting institutional data, no attempt has been made to rank colleges relative to performance on measures due to the differences in the nature of the colleges and the quality of the data currently being collected. Instead, in presenting institutional data, the colleges have been grouped according to total full-time equivalent (FTE) students and listed within each group in ascending order by FTE.

In 1993 the General Assembly passed a special provision on accountability. The special provision mandated that the State Board of Community Colleges review the critical success factors and measures to establishing performance standards for those measures that would indicate colleges' progress in addressing System goals. An accountability task force was established during the summer of 1993 and began the process of reviewing the critical success factors and measures and establishing performance standards. Performance standards for certain critical success factors measures have been adopted.

Over the years, experience with the critical success factors and their measures, as well as modifications in the factors and measures, has resulted in improved data collection and reporting. While improvements have been made, there still remain some problem areas. Emphasis will continue to be placed on developing standard definitions for certain measures and for insuring the systematic collection of data by all colleges.

As in previous years, a description of a factor is provided at the beginning of each section of the report. In presenting the data for each of the measures, background information on the measure is provided along with the methodology of data collection. Following the data, recommendations for improvements to the measure or for further analysis are given.

CRITICAL SUCCESS FACTORS

BACKGROUND AND DEVELOPMENT

Critical success factors have been defined as "the key things that must go right for an enterprise (in this case, the North Carolina Community College System) to flourish and achieve its goals." The concept of critical success factors was developed at the Massachusetts Institute of Technology, Sloan School of Business for application in a business setting, but it is applicable to any organization. The effort to identify these "key things" enables the organization to focus its efforts. Thinking through appropriate measures for the factors insures that the organization will examine its performance. Thus, critical success factors are both a planning and an evaluation/accountability tool.

USES FOR CRITICAL SUCCESS FACTORS

- **Accountability**
- **Development of Strategic Goals**
- **Improvement of Programs and Administration**

Measurements of the attainment of critical success factors are an important part of the accountability system in use in the Community College System. A number of tools are in place and in use by the State Board. The colleges are required to conduct a planning process that includes goal-setting and evaluation of progress toward those goals. Other accountability mechanisms include curriculum standards, review of institutional plans and programs, program and financial audits, program monitoring and accreditation. Other tools are being developed, including the student progress monitoring system (which will also support development of better critical success factors).

In its 1989 session, the North Carolina General Assembly adopted a provision (S.L.1989; C. 752; S. 80) which mandated that:

> AThe State Board of Community Colleges shall develop a ›Critical Success Factors= list to define statewide measures of accountability for all community colleges. Each college shall develop an institutional effectiveness plan, tailored to the specific mission of the college. This plan shall be consistent with the Southern Association of Colleges and Schools criteria and provide for collection of data as required by the ›Critical Success Factors= list.@

The colleges, in turn, were granted a greater degree of flexibility in deciding how to use their state funds.

This special provision is neither the first nor the last state initiative linking flexibility in the use of funds with required accountability measures. Its requirements leave in the hands of the State Board and the colleges the identification of the key factors that will be measured and the specific approach that will be taken to measure them. The measurement of these factors provides a way of showing how well the System is doing its job as assigned by law and how well the System is addressing the goals set by the State Board of Community Colleges.

The critical success factors were developed by the State Board to measure the System, not individual colleges. The state totals and averages do provide a benchmark for the colleges to measure their efforts and institutional data on selected measures are presented in this report. Still, the critical success factors compiled for assessing the performance of the System will not be exactly suitable for measurement of any institution. For example, the percentage of students in the University of North Carolina System who attended a community college is a measure that helps System leaders evaluate our System's progress over time and compare our System with others, but it cannot be meaningfully calculated for individual institutions. Especially in these times when budgets are very tight, the performance of individual colleges on measures such as currentness of equipment and meeting Association of College and Research Libraries standards may reflect the results of hard choices made by individual administrators, and not be inherently any better than the choice made by another institution.

Some measures are so important to any real attempt to assess success that their absence compromises the result. Yet, some of these measures are not possible within the present capacity of the System to measure. In the initial year, a commitment was made that since resources for data collection at the campus level were already strained; no measures requiring additional surveys or data collection at the college level would be selected. Last year we began surveying the colleges for a small amount of data, and we have made some improvements in the collection of data at the state level that enable us to provide new and more in-depth information on some factors.

There remain some measures that are essential to a meaningful report, yet are beyond our capacity. The most essential of these is persistence of students toward goals, which is a key component of the Student Progress Monitoring System that is yet unfunded. Other outcomes being developed are related to employer satisfaction with graduates and the success of the Small Business Centers.

This report includes background information explaining why each measure was chosen, what it is intended to show and the limitations of the data. The data and sources of the data, a brief assessment of the implications of the data and recommendations for future changes in the measures are given. Where appropriate, institutional data are presented on selected measures. Recommendations for program changes indicated by the data are outside the scope of this report.

The critical success factors were originally adopted by the State Board of Community Colleges in July 1989 and amended in September 1990, September 1991, and in September 1992. North Carolina has adopted the matrix format of the National Alliance of Community and Technical Colleges to graphically display the set of factors chosen. The matrix showing the factors and measures is on page 4.

North Carolina Community College System
CRITICAL SUCCESS FACTORS AND MEASURES OF QUALITY, 1995-96

FACTOR I Student Success	A. Number of students returning from previous quarters	B. Progress of literacy students	C. Number of GED's and AHSD's awarded compared to the number of dropouts statewide	D. Performance of transfers after two semesters	E. Rate of success on licensure exams (where such are required)	F. *Program completion rates*	G. *Passing rates for remedial courses*	H. *Passing rates for "General Education" and "related" courses*
FACTOR II Resources	A. Average salaries as a percent of the Southeastern regional average	B. *Student/faculty ratio*	C. *Participation in staff development programs: Tier A*	D. Currentness of equipment	E. Percent of libraries meeting ALA* standards	F. System Funding/FTE		
FACTOR III Access	A. Enrollment of high school dropouts; handicapped; disadvantaged; single parents; nontraditional high school diploma earners; inmates	B. Number served by type through literacy programs and percent of target population served	C. Number & percent of dropouts annually served by literacy programs	D. Percent of students receiving financial aid and amount of aid compared with *cost of attendance*	E. Percent of population in service area enrolled			
FACTOR IV Education Continuum	A. Number & percent of recent high school graduates enrolled in community college programs	B. Number of & enrollment in cooperative agreements with high school	C. *Percent of Tech Prep students enrolling in a community college*	D. Number & percent of students in the UNC system who attended a community college				
FACTOR V Workforce Development	A. Number of employers and trainees served by: New & Expanding Industry, FIT, Small Business Centers, Apprenticeship programs	B. Number of workplace literacy sites and number of students being served	C. *Employer satisfaction with graduates*	D. *Employment status of graduates*				
FACTOR VI Community Services	A. Number of courses offered & students enrolled through community services (avocational, practical skills, academic, and recreational)	B. Enrollment of senior citizens	C. Support of community service activities (use of facilities by outside groups; support of civic and cultural activities)					

FACTOR VII Program Management/ Accountability	A. Annual educational program audit summary--number audited & percent of system instructional budget cited for exceptions	B. Number and percent of programs reviewed	C. Number and percent of eligible programs accredited or reaffirmed					

*American Library Association

NOTE: Measures in italics are being developed for future reporting.

FUTURE PROSPECTS

The development of the critical success factors will aid the State Board of Community Colleges in setting strategic goals for the System. By indicating how the System has performed and is performing currently in key areas, the factors will provide a foundation for adopting reasonable targets for future efforts.

The critical success factors for the System provide a model for the individual institutions. The National Alliance Model, which includes a process for developing, validating and revising the chart, is recommended for developing critical success factors relevant to each college's goals and mission.

Progress has been made in identifying measures that indicate educational outcomes for students. The development of the Student Success Factor is a clear example of the emphasis being put on the development of performance measures. As our experience with these measures increases, additional performance measures will be developed and analyzed. The focus will be on developing factors and measures that reflect the mission of the Community College System in North Carolina.

It is to the interest of the System that the critical success factors provide useful and relevant data to the public, the governing boards and the general assembly. They will reveal ways in which the System can improve and progress, and provide a source for positive change by the System's leadership.

CRITICAL SUCCESS FACTOR I: STUDENT SUCCESS

Increasingly, educational institutions are being called upon to support and document educational accomplishments. This call for accountability is coming from the federal government, state legislatures, and accrediting agencies. No longer can educational institutions focus solely on the processes of education or on the number of students being served. There is a public demand today for an accounting for public funds spent on education. Put simply, the public, through government bodies and accreditation agencies, is demanding to know what kind of return is being generated by the investment of public dollars in education.

Community colleges are operating under several new mandates relative to measuring student success. The reauthorized Carl Perkins Act requires states to establish standards of performance for students being served with Perkins funds. The federal Right-to-Know legislation requires colleges and universities to inform prospective students of graduation rates at the institution. The Southern Association of Colleges and Schools (SACS), the accrediting agency for colleges in the Southeast, has, for several years, required colleges to develop and implement an institutional effectiveness process involving planning and the assessment of expected educational results. The State Board of Community Colleges requires institutions to submit annual institutional effectiveness plans to the North Carolina Community College System Office that include the identification of expected educational outcomes. Beginning in 1994-95, the State Board of Community Colleges requires institutions to review all curriculum programs and services annually using a standard Annual Program Audit. Finally, the State Board of Community Colleges adopted performance standards for colleges on those critical success factors and measures that indicate colleges' performance in meeting System goals. These standards became effective in 1995-96.

The call for accountability renews the focus on students and student success. The identification of the appropriate measures of student success for community college students is not an easy task. Unlike traditional university students, the majority of whom are in pursuit of a degree, community college students attend for a wide variety of reasons including pursuit of a degree, transfer to a four-year institution, upgrading job skills, and attainment of basic skills. Though progress has been made in the identification of some key student success measures, continued efforts in this area need to be undertaken.

The measures for "Student Success" adopted by the State Board of Community Colleges are:

A. Number of Students Returning from Previous Quarters
B. Progress of Basic Skills Students
C. Number of GEDs and AHSDs Awarded Compared to the Number of Dropouts Statewide
D. Performance of Transfers After Two Semesters
E. Rate of Success on Licensure Exams (where such are required)
F. Program Completion Rates
G. Passing Rates for Remedial Courses
H. Passing Rates for "General Education" and "related" courses

STUDENT SUCCESS MEASURE A: Number of Students Returning from Previous Quarters

Background

Although there are many reasons why students cannot attend classes in any one quarter, or why they drop out altogether, the quality of the program is one of those reasons. Students who continue studies from quarter to quarter show commitment to a program and progress toward completion. A report on retention in the Community College System was conducted in 1987 (Lincoln and Smith, 1987). That study is a more extensive discussion of retention issues.

The current definition of retention used in this report focuses on the percentage of curriculum students who enroll in fall quarter and subsequently enroll in either winter or spring quarter. Specifically, using curriculum enrollment data, the proportion of students who enrolled in fall quarter, did not complete their program in fall quarter, and subsequently enrolled in winter and/or spring quarter of the same year was calculated. Special studies students (non-credit), co-op students, and dual enrollment students were omitted from the analysis.

Beginning in 1991-92 a new data field was added to the Curriculum Student Progress Information System (CSPIS) to capture student intent. Student intent was classified into six codes to indicate why a student was enrolled at the institution. It was felt that, by knowing student intent, a more accurate retention figure could be calculated. A separate analysis of those students indicating degree, diploma, or certificate intent is provided.

Implications

The retention rate for community colleges has remained constant over the past several years. The data indicate that the majority of curriculum students enroll for more than one quarter each academic year. In reality, this measure examines student persistence rate during the academic year.

As would be expected, the re-enrollment rate for students seeking a degree is higher than the rate for students with other stated goals.

Data

PROPORTION OF FALL CURRICULUM STUDENTS WHO SUBSEQUENTLY ENROLL IN THE WINTER AND/OR SPRING QUARTER OF THE SAME ACADEMIC YEAR

YEAR	% RE-ENROLL TOTAL	% RE-ENROLL DEGREE SEEKING
1991-92	79.4	79.5
1992-93	78.1	N/A
1993-94	77.6	80.5
1994-95	77.1	80.0
1995-96	76.9	79.6

Source: Planning and Research, NC Community College System Office.

Recommendation

The current definition of retention should be re-examined. Rather than focusing on retention within a given year, it may prove more insightful to focus on retention from one year to the next. This definition would be in line with the federal Right-to-Know legislation, which requires the reporting on student progress toward graduation.

A more comprehensive examination of student enrollment data should be conducted as resources permit. Factors that might affect retention should be examined. Information on retention rates for other community college systems should be collected. In addition, a long term analysis of student enrollment patterns should be undertaken to determine more effectively when students drop out rather than simply "stop out."

FALL CURRICULUM STUDENTS WHO SUBSEQUENTLY ENROLL IN THE WINTER AND/OR SPRING QUARTER OF THE SAME ACADEMIC YEAR, 1995-96

INSTITUTION	FTE	% ALL CURR. STUDENTS	% DEGREE SEEKING ONLY
<1,000			
Pamlico CC	216	77.54	84.38
Tri-County CC	636	72.97	75.57
Montgomery CC	667	84.68	87.64
Bladen CC	697	71.12	71.87
Roanoke-Chowan CC	839	80.65	81.33
Martin CC	844	79.70	81.72
Mayland CC	860	79.55	85.17
McDowell TCC	875	78.54	80.54
Brunswick CC	945	75.00	75.90
1,000–1,999			
James Sprunt CC	1,030	79.75	86.21
Piedmont CC	1,072	75.19	83.37
Anson CC	1,102	77.60	80.29
Sampson CC	1,167	81.17	83.93
Carteret CC	1,252	79.07	83.85
Haywood CC	1,272	84.85	85.64
Mitchell CC	1,328	77.70	78.21
Isothermal CC	1,387	73.86	75.95
Beaufort County CC	1,453	78.18	81.26
Halifax CC	1,458	78.25	79.01
Richmond CC	1,458	82.19	82.99
Cleveland CC	1,464	73.68	73.92
Blue Ridge CC	1,466	73.23	78.61
College of the Albemarle	1,479	77.86	79.55
Stanly CC	1,492	82.10	84.44
Nash CC	1,502	81.01	81.17
Southwestern CC	1,516	79.46	79.55
Wilson CC	1,533	81.34	80.82
Randolph CC	1,535	80.16	85.04
Edgecombe CC	1,617	77.53	79.19
Rockingham CC	1,664	81.41	82.17
Southeastern CC	1,702	77.71	79.82
Wilkes CC	1,779	76.42	79.57
Robeson CC	1,887	75.88	77.38
Craven CC	1,972	75.46	77.10
2,000–2,999			
Lenoir CC	2,101	81.75	82.87
Western Piedmont CC	2,151	78.16	83.24
Davidson County CC	2,183	83.72	83.86
Surry CC	2,256	77.26	78.64
Caldwell CC & TI	2,328	73.06	75.29
Vance-Granville CC	2,404	75.82	77.22
Alamance CC	2,460	76.48	79.10
Sandhills CC	2,531	82.46	83.61
Wayne CC	2,582	80.24	82.15
Rowan-Cabarrus CC	2,688	72.53	74.57
Johnston CC	2,692	77.72	80.58
Catawba Valley CC	2,795	78.03	79.48
Durham TCC	2,945	78.22	78.40
3,000–4,999			
Cape Fear CC	3,105	77.11	80.54
Asheville-Buncombe TCC	3,123	78.54	78.96
Coastal Carolina CC	3,197	77.59	80.47
Gaston College	3,207	77.37	78.28
Central Carolina CC	3,241	70.86	77.82
Pitt CC	3,505	77.61	84.59
Forsyth TCC	3,967	80.22	83.33
>4,999			
Guilford TCC	5,207	71.68	77.88
Wake TCC	5,908	74.31	76.56
Fayetteville TCC	7,986	73.69	77.74
Central Piedmont CC	9,203	75.57	76.52
System Totals	**126,931**	**76.91**	**79.56**

Background

The State Board of Community Colleges adopted four goals in September 1994 that set the priorities of the System. Included in these goals were: upgrading, training and retraining ("world-class workforce"), and eliminating illiteracy. If North Carolina is to have a competitive workforce, then individuals must be equipped, at the minimum, with basic skills. The efforts undertaken by the Community College System in the area of basic skills are critical to the future of the state.

In basic skills programs, as in all community college programs, the number of people who complete a program is not a real indicator of the education being provided. Since it is not a compulsory system, people are free to come and go as their life circumstances or interests motivate them. However, they may benefit greatly from the classes they do attend and complete. Many of the people who most need basic skills classes have not experienced success in school and have fears to overcome before they are willing to attend regularly. Moving from basic skills to a high school level education is a long and arduous process that takes a great deal of commitment.

In basic skills programs, students are often pressured by lack of money, other demands on their time, and by other barriers to continuing their educations. In spite of the barriers, many adults do enroll for long enough periods of time to raise grade level abilities in reading, math, and other skills, but still do not complete the entire program. With the testing programs put in place in the last few years and with the student progress monitoring system; these gains will be measurable and will indicate real impacts of the basic skills programs.

Two indicators of the progress of basic skills students were examined. First, data on the progression of students through the basic skills programs were collected and analyzed. Using the Literacy Education Information System (LEIS) data, information was compiled on the percentage of students who entered a level of basic skills and exited the program during the same year without completing the level entered; are still persisting in the level of basic skills entered; who completed the level of basic skills entered and exited the program; and completed the level entered and advanced to the next level of basic skills; or in the case of AHS (Adult High School) and GED (General Educational Development) students entered a curriculum or occupational extension program.

The indicator discussed above primarily measures the progress of basic skills students through the basic skills program. Basic Skills, however, is really the beginning rather than the end of a student's training for today's workplace. A second indicator of the progress of basic skills students is an analysis of the number of students with an Adult High School Diploma (AHSD) or a GED who enter a curriculum or occupational extension program at the college. This indicator is a measure of success for the student in gaining additional training and for the System and colleges in providing a continuum of programs.

To determine the number of students with an AHSD or GED enrolled in the System, an analysis of the annual curriculum registration and extension registration data tapes was conducted. In previous years, these data files indicated that a student had a GED, but did not distinguish between an AHSD and a regular high school diploma. In 1991-92, however, a separate code was given to students with an AHSD, thus allowing for this analysis.

Implications

Due to a software error, data on the progress of basic skills students for 1995-96 were not available for inclusion in this report. An addendum will be issued as soon as the data are available.

The data on the number of students with an AHSD or a GED enrolled in a curriculum program or an occupational extension program demonstrates the large number of non-traditional students the colleges are serving. In 1995-96 a total of 52,757 students with an AHSD or a GED enrolled in a curriculum or occupational extension program.

Data

PERCENTAGE OF BASIC SKILLS STUDENTS WHO PROGRESS TO ANOTHER LEVEL OF BASIC SKILLS

YEAR	EXIT, NON-COMPLETER	PROGRESSING SAME LEVEL	EXIT, COMPLETER	ADVANCED NEXT LEVEL
1991-92	23	59	12	6
1992-93	26	56	10	8
1993-94	25	56	9	10
1994-95	36	44	9	11

Source: LEIS data, Planning and Research, NC Community College System Office.

NUMBER OF STUDENTS WITH A GED OR AHSD ENROLLED IN A CURRICULUM PROGRAM OR IN OCCUPATIONAL EXTENSION

YEAR	CURRICULUM		OCCUPATIONAL EXTENSION	
	GED	AHSD	GED	AHSD
1991-92	17,260	16,397	8,595	20,901
1992-93	18,710	13,847	9,805	18,219
1993-94	19,986	11,724	9,479	16,562
1994-95	20,154	11,458	9,359	13,425
1995-96	21,532	9,152	9,584	12,489

Source: Planning and Research, NC Community College System Office.

Recommendation

Refinements in the analysis of data provided by LEIS should continue. A system has been developed to determine the level of basic skills achieved by completers who exited the program as well as the personal goal accomplishment of students who exit without completing the level of basic skills that they entered. A long term study should be designed to determine if students who exit the basic skills program without completing their level of study re-enroll at some future date.

Data on the enrollment of students with an AHSD or a GED should continue to be examined. Colleges that have not incorporated the new coding scheme for AHSD should incorporate it into the registration process. Efforts should be undertaken to match these data with the data on students who earn an AHSD or a GED at each college in order to develop a measure of the percentage of students who move from basic skills to some other college program.

PERCENTAGE OF LITERACY STUDENTS WHO PROGRESS TO ANOTHER LEVEL, 1994-95

INSTITUTION	FTE	TOTAL SERVED IN LITERACY	EXIT COMPLETERS	PROGRESSING SAME LEVEL	EXIT, NON-COMPLETERS	MOVED TO A HIGHER LEVEL
<1,000						
Pamlico CC	219	207	7%	62%	26%	4%
Tri-County CC	615	375	5%	71%	5%	19%
Bladen CC	642	458	3%	46%	41%	10%
Montgomery CC	669	646	9%	57%	31%	3%
McDowell TCC	797	965	8%	69%	7%	17%
Martin CC	845	963	3%	52%	33%	12%
Mayland CC	896	1,330	10%	53%	15%	22%
Roanoke-Chowan CC	915	750	3%	44%	39%	15%
Brunswick CC	936	673	10%	58%	21%	11%
1,000–1,999						
James Sprunt CC	1,086	1,437	4%	54%	29%	14%
Anson CC	1,132	1,540	5%	37%	38%	19%
Sampson CC	1,142	922	12%	32%	47%	9%
Piedmont CC	1,180	1,541	9%	32%	50%	9%
Carteret CC	1,270	966	25%	42%	29%	4%
Haywood CC	1,312	703	8%	24%	54%	14%
Wilson TCC	1,391	1,539	5%	47%	39%	10%
Halifax CC	1,412	1,324	5%	31%	47%	17%
Isothermal CC	1,420	1,752	7%	44%	35%	14%
Beaufort County CC	1,428	1,000	6%	53%	34%	6%
Mitchell CC	1,429	1,781	8%	40%	33%	18%
Southwestern CC	1,455	854	17%	24%	52%	7%
Nash CC	1,458	1,817	7%	46%	37%	10%
College of The Albemarle	1,470	1,696	14%	56%	19%	10%
Richmond CC	1,472	2,907	6%	43%	24%	27%
Cleveland CC	1,497	1,509	8%	60%	25%	8%
Blue Ridge CC	1,512	1,395	17%	38%	34%	11%
Stanly CC	1,520	1,865	11%	33%	45%	11%
Edgecombe CC	1,561	2,102	6%	76%	10%	8%
Randolph CC	1,645	1,576	5%	30%	54%	10%
Wilkes CC	1,662	1,743	5%	50%	34%	11%
Southeastern CC	1,666	1,422	11%	29%	47%	13%
Rockingham CC	1,738	1,944	5%	51%	27%	17%
Robeson CC	1,778	1,849	6%	30%	47%	16%
Western Piedmont CC	1,963	2,522	15%	35%	42%	8%
2,000–2,999						
Lenoir CC	2,053	2,686	9%	35%	45%	11%
Craven CC	2,080	992	10%	57%	22%	11%
Davidson County CC	2,116	2,180	14%	53%	21%	12%
Caldwell CC & TI	2,166	2,488	13%	29%	39%	19%
Surry CC	2,240	1,539	11%	41%	37%	11%
Vance-Granville CC	2,461	2,499	10%	50%	30%	10%
Alamance CC	2,491	2,951	10%	54%	25%	11%
Wayne CC	2,546	2,465	6%	73%	18%	2%
Rowan-Cabarrus CC	2,567	1,915	7%	75%	15%	3%
Sandhills CC	2,628	2,162	8%	33%	46%	12%
Johnston CC	2,680	1,366	8%	67%	22%	4%
Catawba Valley CC	2,787	2,563	7%	33%	49%	10%
3,000–4,999						
Cape Fear CC	3,090	2,043	12%	41%	42%	5%
Durham TCC	3,118	3,156	8%	75%	8%	9%
Central Carolina CC	3,124	4,152	10%	42%	40%	8%
Pitt CC	3,137	1,848	3%	77%	16%	4%
Asheville-Buncombe TCC	3,177	2,294	6%	37%	43%	14%
Coastal Carolina CC	3,227	2,626	20%	24%	35%	21%
Gaston College	3,579	3,802	4%	56%	24%	16%
Forsyth TCC	3,990	3,572	12%	26%	53%	9%
>4,999						
Guilford TCC	5,227	3,199	8%	38%	53%	1%
Wake TCC	5,809	6,621	9%	38%	43%	11%
Fayetteville TCC	8,477	4,930	7%	37%	44%	12%
Central Piedmont CC	9,859	7,740	15%	27%	49%	9%
System Totals	**127,762**	**117,862**	**9%**	**44%**	**36%**	**11%**

NUMBER OF STUDENTS WITH A GED OR AHSD ENROLLED
IN A CURRICULUM PROGRAM OR IN OCCUPATIONAL EXTENSION, 1995-96

INSTITUTION	FTE	CURRICULUM		OCCUPATIONAL EXT.	
		GED	AHSD	GED	AHSD
<1,000					
Pamlico CC	216	58	6	45	48
Tri-County CC	636	196	68	61	74
Montgomery CC	667	156	35	67	37
Bladen CC	697	137	23	51	48
Roanoke-Chowan CC	839	182	65	21	138
Martin CC	844	112	27	67	49
Mayland CC	860	253	7	46	131
McDowell TCC	875	285	23	27	128
Brunswick CC	945	164	92	80	92
1,000–1,999					
James Sprunt CC	1,030	202	27	90	44
Piedmont CC	1,072	163	59	35	62
Anson CC	1,102	371	33	82	116
Sampson CC	1,167	216	94	192	65
Carteret CC	1,252	248	50	190	286
Haywood CC	1,272	235	14	73	89
Mitchell CC	1,328	324	70	226	234
Isothermal CC	1,387	224	164	47	158
Beaufort County CC	1,453	97	26	134	158
Halifax CC	1,458	384	7	307	53
Richmond CC	1,458	60	291	52	19
Cleveland CC	1,464	208	92	116	214
Blue Ridge CC	1,466	374	33	141	306
College of the Albemarle	1,479	335	145	195	20
Stanly CC	1,492	361	131	243	364
Nash CC	1,502	332	62	231	94
Southwestern CC	1,516	333	228	187	198
Wilson CC	1,533	279	112	Data unavailable.	
Randolph CC	1,535	270	53	83	403
Edgecombe CC	1,617	503	97	43	105
Rockingham CC	1,664	233	89	22	145
Southeastern CC	1,702	211	81	105	102
Wilkes CC	1,779	251	125	178	89
Robeson CC	1,887	165	118	61	855
Craven CC	1,972	483	76	312	365
2,000–2,999					
Lenoir CC	2,101	498	241	145	287
Western Piedmont CC	2,151	613	138	97	160
Davidson County CC	2,183	296	90	481	196
Surry CC	2,256	371	128	100	98
Caldwell CC & TI	2,328	482	327	254	141
Vance-Granville CC	2,404	642	49	183	230
Alamance CC	2,460	578	71	211	185
Sandhills CC	2,531	383	65	93	293
Wayne CC	2,582	240	202	196	141
Rowan-Cabarrus CC	2,688	429	482	17	469
Johnston CC	2,692	457	142	1	349
Catawba Valley CC	2,795	646	289	377	487
Durham TCC	2,945	187	860	121	412
3,000–4,999					
Cape Fear CC	3,105	211	118	389	128
Asheville-Buncombe TCC	3,123	685	157	376	143
Coastal Carolina CC	3,197	590	101	19	298
Gaston College	3,207	778	409	341	404
Central Carolina CC	3,241	602	219	226	490
Pitt CC	3,505	628	230	3	205
Forsyth TCC	3,967	534	141	22	710
>4,999					
Guilford TCC	5,207	344	517	302	453
Wake TCC	5,908	793	425	691	250
Fayetteville TCC	7,986	725	535	736	519
Central Piedmont CC	9,203	1,415	593	393	152
System Totals	**126,931**	**21,532**	**9,152**	**9,584**	**12,489**

STUDENT SUCCESS MEASURE C: Number of GEDs and AHSDs Awarded Compared to the Number of Dropouts Statewide

Background

The great majority of people in North Carolina's workforce are people who are well past high school age. Reducing the numbers of dropouts will result in raising the educational levels of the workforce, but only gradually. If the educational levels of the workforce are to be significantly affected in the short run, more mature people will also have to be attracted back into educational programs.

This measure reflects the net impact of GED/AHSD programs on the percentage of the population without high school credentials. It does not show how many of last year's (or any year's) dropouts came back to get a diploma in a community college. (That is the intent of Access Measure C.) This measure shows how many people of whatever ages come back to get their diplomas compared to the number of dropouts in any given year. The number of adults without these credentials is reduced only in two other ways: by their dying or moving out of North Carolina.

Ideally, the numbers of dropouts will continue to go down at the same time that the numbers of GEDs and AHSDs are raised. That would be attacking the problem at both ends!

There are problems in the collection of data. For example, students who go directly out of high school to an AHSD or GED program are frequently counted as transfers, not dropouts, thus preventing a true measure of the number of students who leave high school without graduating. A comprehensive study of student flow is needed to completely understand this problem.

Implications

The data demonstrate the critical role that community colleges play in providing basic skills education to students who were not successful in the public schools. Over the past five years, the number of GEDs and AHSDs awarded has fluctuated. At the same time, with the exception of 1993-94, the number of individuals who do not complete public schools and need basic skills training has increased as indicated by the rising number of dropouts from the public schools.

It should be noted that the number of dropouts reported by the Department of Public Instruction does not include students who did not complete high school and who transferred to a community college. It is likely that some portion of the GEDs and AHSDs awarded in any given year were awarded to these individuals and thus the impact on the increase in the dropout pool may be overestimated.

Data

NUMBER OF GEDs AND AHSDs AWARDED COMPARED TO THE NUMBER OF DROPOUTS STATEWIDE

YEAR	NEW DROPOUTS ADDED TO DROPOUT POOL	GED/AHS DIPLOMAS AWARDED	INCREASE IN DROPOUT POOL
1991-92	17,190	17,785	-595
1992-93	17,639	16,512	1,127
1993-94	17,371	16,528	843
1994-95	17,844	16,797	1,047
1995-96	18,203	16,913	1,290

Source: ***GED/AHS Files, NC Community College System Office.***
Dropout Records, NC Department of Public Instruction.

Recommendation

Data on the number of dropouts and the number of GEDs and AHSDs awarded provide a good measure of the success of the educational institutions in North Carolina in increasing the educational attainment of its citizens. To fully understand the success of the System, however, efforts should be made to gather data on the number of students who transfer to community colleges without completing high school to accurately determine the impact of the System on the dropout pool.

NUMBER OF GEDs/AHSDs AWARDED, 1995-96

INSTITUTION	FTE	GED	AHS
<1,000			
Pamlico CC	216	34	
Tri-County CC	636	118	
Montgomery CC	667	37	
Bladen CC	697	61	18
Roanoke-Chowan CC	839	124	
Martin CC	844	79	22
Mayland CC	860	244	
McDowell TCC	875	169	
Brunswick CC	945	129	
1,000-1,999			
James Sprunt CC	1,030	88	10
Piedmont CC	1,072	251	
Anson CC	1,102	52	32
Sampson CC	1,167	207	11
Carteret CC	1,252	144	31
Haywood CC	1,272	164	
Mitchell CC	1,328	332	
Isothermal CC	1,387	136	106
Beaufort County CC	1,453	113	
Halifax CC	1,458	171	
Richmond CC	1,458	527	47
Cleveland CC	1,464	201	87
Blue Ridge CC	1,466	345	31
College of the Albemarle	1,479	321	48
Stanly CC	1,492	127	83
Nash CC	1,502	233	31
Southwestern CC	1,516	375	
Wilson CC	1,533	104	54
Randolph CC	1,535	283	15
Edgecombe CC	1,617	213	32
Rockingham CC	1,664	142	
Southeastern CC	1,702	137	41
Wilkes CC	1,779	109	91
Robeson CC	1,887	56	108
Craven CC	1,972	132	16
2,000-2,999			
Lenoir CC	2,101	186	23
Western Piedmont CC	2,151	522	17
Davidson County CC	2,183	183	124
Surry CC	2,256	226	
Caldwell CC & TI	2,328	387	16
Vance-Granville CC	2,404	382	5
Alamance CC	2,460	365	29
Sandhills CC	2,531	349	
Wayne CC	2,582	93	54
Rowan-Cabarrus CC	2,688	253	145
Johnston CC	2,692	51	104
Catawba Valley CC	2,795	374	
Durham TCC	2,945	116	75
3,000-4,999			
Cape Fear CC	3,105	308	107
Asheville-Buncombe TCC	3,123	662	
Coastal Carolina CC	3,197	330	10
Gaston College	3,207	502	126
Central Carolina CC	3,241	387	127
Pitt CC	3,505	242	0
Forsyth TCC	3,967	445	96
>4,999			
Guilford TCC	5,207	419	98
Wake TCC	5,908	516	118
Fayetteville TCC	7,986	425	104
Central Piedmont CC	9,203	529	203
Anson-Stanly CC		132	
System Totals	**126,931**	**14,342**	**2,571**

STUDENT SUCCESS MEASURE D: Performance of Transfers After Two Semesters

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Background

The primary aim of community college transfer programs is to provide educational experiences that will enable transfer students to make the transition to a baccalaureate program and perform as well as the students who start out at the receiving institution.

Technical and vocational programs are not designed to qualify students for transfer. However, programs such as Associate Degree Nursing and Engineering Technology allow students to concentrate on practical courses in the first two years and to complete the complementary portion of their programs later. Often, this enables the student to work in the field while getting his or her baccalaureate. It also may accommodate students who do not think they want to get a baccalaureate until after they have had some success in the early portion of the program. This type of program is likely to become more popular, especially as more working adults decide they want a baccalaureate.

Colleges that do not offer college transfer programs often transfer students with certain technical and/or general education credits. These colleges may also be involved in a contractual program in which a senior college provides general education programs to the community college students. The data are reported separately for students who transferred from community colleges with approved college transfer programs and from those without approved college transfer programs.

Performance data on students who transfer to a four-year institution are provided by the University of North Carolina–General Administration and include only those students who transferred to one of the 16 constituent institutions of the UNC System. No data are available from the private colleges and universities in North Carolina. In addition, the data traditionally reported are for any student who transferred to a UNC institution, regardless of the program from which the student transferred or the number of hours taken at the community college.

Implications

The data show that, after two semesters, community college students perform very well as measured both by academic standing and GPA. It should be noted that since the data are for performance after two semesters and most transfers still need at least four semesters to graduate, few can be expected to appear as graduates in this data.

The data also show a slight decrease in the number of transfers from community colleges offering a pre-baccalaureate program and a corresponding decrease from community colleges not offering the pre-baccalaureate program.

Data were available in 1995-96 on the GPA of Associate Degree recipients after two semesters at a UNC institution compared with "native" juniors at the UNC institutions. It was found that Associate Degree recipients who transferred to a UNC institution had a GPA of 2.8 after two semesters compared with "native" UNC juniors who averaged a 2.9 GPA. From these data it appears that community college transfers are well prepared for the academic challenges of the UNC institutions.

Data

ACADEMIC STANDING OF TRANSFER STUDENTS FROM COMMUNITY COLLEGES OFFERING PRE-BACCALAUREATE PROGRAMS, AFTER TWO SEMESTERS, END OF YEAR MEASURES

		PERCENT OF STUDENTS* WHOSE STANDING IS:				
YEAR	NUMBER	GOOD	PROBATION	SUSPEND.	WITHDREW	GRAD.
1991-92	3,153	75.5	10.2	5.7	7.9	0.7
1992-93	3,647	76.0	9.9	5.6	7.9	0.6
1993-94	3,928	75.7	8.2	7.2	8.4	0.5
1994-95	4,065	75.5	8.7	6.7	8.5	0.6
1995-96	3,904	77.0	7.6	5.6	9.5	0.3

ACADEMIC STANDING OF TRANSFER STUDENTS FROM COMMUNITY COLLEGES NOT OFFERING PRE-BACCALAUREATE PROGRAMS, AFTER TWO SEMESTERS, END OF YEAR MEASURES

		PERCENT OF STUDENTS* WHOSE STANDING IS:				
YEAR	NUMBER	GOOD	PROBATION	SUSPEND.	WITHDREW	GRAD.
1991-92	880	77.5	5.1	7.7	9.5	0.1
1992-93	375	80.0	6.1	4.5	8.8	0.5
1993-94	336	77.4	3.0	6.8	11.9	0.9
1994-95	170	75.3	7.1	7.6	8.8	1.2
1995-96	145	80.7	3.5	9.0	6.2	0.7

* Numbers may not add to 100 percent due to rounding.

TRANSFERS' FALL AND END OF YEAR GPA,
COMMUNITY COLLEGES
OFFERING
PRE-BACCALAUREATE DEGREE PROGRAMS

YEAR	NUMBER	FALL GPA	END OF YEAR GPA
1991-92	3,153	2.61	2.61
1992-93	3,647	2.61	2.61
1993-94	3,928	2.60	2.59
1994-95	4,065	2.61	2.62
1995-96	3,904	2.66	2.66

TRANSFERS' FALL AND END OF YEAR GPA,
COMMUNITY COLLEGES
NOT OFFERING
PRE-BACCALAUREATE DEGREE PROGRAMS

YEAR	NUMBER	FALL GPA	END OF YEAR GPA
1991-92	880	2.47	2.51
1992-93	375	2.56	2.67
1993-94	336	2.62	2.64
1994-95	170	2.44	2.52
1995-96	145	2.74	2.65

Source: Transfers' Performance Report, UNC General Administration.

ACADEMIC STANDING OF TRANSFER STUDENTS FROM COMMUNITY COLLEGES, 1995–96

INSTITUTION	NUMBER	PERCENT OF STUDENTS WHOSE STANDING IS:				
		GOOD	PROBATION	SUSPENDED	WITHDRE	GRAD.
<1,000						
Pamlico CC*	5	80.0	0.0	0.0	20.0	0.0
Tri-County CC	18	88.9	5.6	0.0	5.6	0.0
Montgomery CC	3	100.0	0.0	0.0	0.0	0.0
Bladen CC*	35	68.6	2.9	20.0	8.6	0.0
Roanoke-Chowan CC*	16	81.3	0.0	0.0	18.8	0.0
Martin CC	14	85.7	0.0	0.0	14.3	0.0
Mayland CC*	6	100.0	0.0	0.0	0.0	0.0
McDowell TCC	20	60.0	5.0	0.0	20.0	15.0
Brunswick CC*	20	75.0	0.0	20.0	5.0	0.0
1,000-1,999						
James Sprunt CC	21	76.2	4.8	19.0	0.0	0.0
Piedmont CC	10	60.0	20.0	0.0	20.0	0.0
Anson CC*	6	33.3	50.0	16.7	0.0	0.0
Sampson CC	25	76.0	4.0	12.0	8.0	0.0
Carteret CC	34	85.3	8.8	2.9	2.9	0.0
Haywood CC	41	87.8	2.4	4.9	4.9	0.0
Mitchell CC	37	73.0	18.9	0.0	8.1	0.0
Isothermal CC	44	70.5	15.9	4.5	9.1	0.0
Beaufort County CC	40	65.0	10.0	10.0	15.0	0.0
Halifax CC	19	78.9	10.5	5.3	5.3	0.0
Richmond CC	35	57.1	11.4	14.3	17.1	0.0
Cleveland CC	31	58.1	29.0	3.2	9.7	0.0
Blue Ridge CC	49	69.4	6.1	2.0	22.4	0.0
College of the Albemarle	76	77.6	3.9	6.6	11.8	0.0
Stanly CC	25	68.0	8.0	4.0	20.0	0.0
Nash CC	38	76.3	5.3	7.9	10.5	0.0
Southwestern CC	48	81.3	4.2	6.3	8.3	0.0
Wilson CC	14	71.4	14.3	7.1	7.1	0.0
Randolph CC*	22	90.9	4.5	4.5	0.0	0.0
Edgecombe CC	18	72.2	11.1	11.1	5.6	0.0
Rockingham CC	79	82.1	5.1	5.1	7.7	0.0
Southeastern CC	71	71.8	8.5	5.6	14.1	0.0
Wilkes CC	81	69.1	17.3	0.0	13.6	0.0
Robeson CC	34	73.5	5.9	8.8	11.8	0.0
Craven CC	64	85.9	1.6	4.7	7.8	0.0
2,000-2,999						
Lenoir CC	57	84.2	3.5	5.3	7.0	0.0
Western Piedmont CC	80	81.3	10.0	0.0	7.5	1.3
Davidson County CC	88	81.8	9.1	3.4	5.7	0.0
Surry CC	87	77.0	12.6	3.4	6.9	0.0
Caldwell CC & TI	50	80.0	4.0	0.0	16.0	0.0
Vance-Granville CC	42	78.6	4.8	7.1	7.1	2.4
Alamance CC*	35	94.3	0.0	0.0	2.9	2.9
Sandhills CC	134	73.9	3.7	14.2	8.2	0.0
Wayne CC	77	81.8	5.2	6.5	6.5	0.0
Rowan-Cabarrus CC	57	70.2	19.3	1.8	8.8	0.0
Johnston CC	42	78.6	7.1	7.1	7.1	0.0
Catawba Valley CC	84	79.8	4.8	3.6	11.9	0.0
Durham TCC	132	87.1	2.3	4.5	5.3	0.8
3,000-4,999						
Cape Fear CC	204	72.1	2.5	15.7	9.8	0.0
Asheville-Buncombe TCC	126	71.4	5.6	4.8	18.3	0.0
Coastal Carolina CC	141	81.6	2.1	8.5	7.8	0.0
Gaston College	172	68.6	15.7	4.7	11.0	0.0
Central Carolina CC	31	74.2	3.2	6.5	9.7	6.5
Pitt CC	108	76.9	4.6	11.1	7.4	0.0
Forsyth TCC	145	80.7	9.0	1.4	8.3	0.0
>4,999						
Guilford TCC	241	78.8	6.6	4.1	10.4	0.0
Wake TCC	174	80.5	5.7	6.9	6.9	0.0
Fayetteville TCC	186	86.0	3.2	1.1	9.1	0.5
Central Piedmont CC	457	74.8	11.8	4.2	9.0	0.2
System Totals						
(Offering pre-baccalaureate)	**3,904**	**77.0**	**7.6**	**5.6**	**9.5**	**0.3**
System Totals*						
(Not offering pre-baccalaureate)	**145**	**80.7**	**3.5**	**9.0**	**6.2**	**0.7**

TRANSFERS' FALL AND END OF YEAR GPA, 1995–96

INSTITUTION	NUMBER	FALL GPA	SPR.GPA
<1,000			
Pamlico CC*	5	3.00	3.19
Tri-County CC	18	3.00	2.95
Montgomery CC	3	2.89	2.21
Bladen CC*	35	2.36	2.36
Roanoke-Chowan CC*	16	2.70	2.74
Martin CC	14	2.87	2.91
Mayland CC*	6	2.59	2.63
McDowell TCC	20	2.99	3.09
Brunswick CC*	20	2.80	2.61
1,000-1,999			
James Sprunt CC	21	2.53	2.51
Piedmont CC	10	2.10	2.16
Anson CC*	6	1.93	1.41
Sampson CC	25	2.43	2.40
Carteret CC	34	2.43	2.64
Haywood CC	41	2.65	2.71
Mitchell CC	37	2.90	2.70
Isothermal CC	44	2.63	2.65
Beaufort County CC	40	2.57	2.66
Halifax CC	19	2.45	2.32
Richmond CC	35	2.34	2.43
Cleveland CC	31	2.49	2.43
Blue Ridge CC	49	2.73	2.72
College of the Albemarle	76	2.96	2.97
Stanly CC	25	2.79	2.70
Nash CC	38	2.68	2.66
Southwestern CC	48	2.83	2.88
Wilson CC	14	2.59	2.72
Randolph CC*	22	3.06	3.02
Edgecombe CC	18	2.41	2.32
Rockingham CC	79	2.69	2.76
Southeastern CC	71	2.48	2.56
Wilkes CC	81	2.63	2.64
Robeson CC	34	2.25	2.34
Craven CC	64	2.86	2.86
2,000-2,999			
Lenoir CC	57	2.73	2.66
Western Piedmont CC	80	2.60	2.62
Davidson County CC	88	2.49	2.52
Surry CC	87	2.40	2.51
Caldwell CC & TI	50	2.74	2.75
Vance-Granville CC	42	2.50	2.56
Alamance CC*	35	3.02	2.84
Sandhills CC	134	2.54	2.55
Wayne CC	77	2.58	2.59
Rowan-Cabarrus CC	57	2.62	2.57
Johnston CC	42	2.43	2.42
Catawba Valley CC	84	2.74	2.66
Durham TCC	132	2.78	2.82
3,000-4,999			
Cape Fear CC	204	2.41	2.50
Asheville-Buncombe TCC	126	2.83	2.85
Coastal Carolina CC	141	2.74	2.83
Gaston College	172	2.61	2.48
Central Carolina CC	31	2.66	2.58
Pitt CC	108	2.45	2.47
Forsyth TCC	145	2.77	2.77
>4,999			
Guilford TCC	241	2.61	2.64
Wake TCC	174	2.67	2.68
Fayetteville TCC	186	2.97	2.91
Central Piedmont CC	457	2.78	2.64
SystemTotals			
(Offering pre-baccalaureate)	**3,904**	**2.66**	**2.66**
System Totals*			
(Not offering pre-baccalaureate)	**145**	**2.74**	**2.65**

Recommendation

Staff at UNC-General Administration have been working with a committee of individuals representing the North Carolina Community College System to develop and implement a new Transfer Student Performance System. This new reporting system will provide the necessary data on students who transfer and will provide more comparative data with traditional UNC students. This new reporting system will be implemented in 1997.

STUDENT SUCCESS MEASURE E: Rate of Success on Licensure Exams

Background

There are 27 technical/vocational curriculums which prepare students for licensing and/or certification exams. A licensure requirement for an occupation is one that is required by state statute for an individual to work in that occupation. Certification is generally voluntary but may be required by employers or an outside accrediting agency.

Not all licensing boards have cooperated with the Community College System Office by providing data on student success. This year, data from 14 of the licensing and certification boards were obtained on 26 different licensure or certification examinations. The data that were obtained are for first-time test takers who took the exam between July 1, 1995 and June 30, 1996. Exceptions to this are the insurance exam results which were for January 1, 1996–December 31, 1996 and the nursing examinations results which were for January 1, 1995–December 31, 1995.

Passing rates indicate how successful the program has been. However, passing rates can be affected by the native ability of the students or their preparation before entering the curriculum. In addition, many students take coursework to learn a skill and do not necessarily intend to become licensed. Since these students do not take the licensure test, the success of programs in their preparation cannot be determined using passing rates on exams. Finally, without established baselines on examination passing rates, it is difficult to make judgments about what constitutes a "good" or "bad" passing rate.

Implications

In the case of nursing, graduates of associate degree and baccalaureate degree programs take the same examination to become licensed as a registered nurse. According to the data, 1995 is the first year that community college associate degree graduates have not had a higher passing rate than baccalaureate nursing program graduates. Nevertheless, baccalaureate graduates had a three percent increase while community college graduates showed a one percent decrease. Nursing scores have been maintained even though the numbers enrolled and completing have expanded over the years.

Regarding the passing rates for the other 25 examinations obtained, the data for several of these exams were available for the first time last year. No trend data on passing rates for community college students on these exams are available. In addition, comparative data on passing rates for students who were not enrolled in community colleges or students in training programs in other states were not available. This limits our ability to evaluate comparatively how well our students are doing.

Six of the licensure/certification exams had a passing rate for first-time test takers of less than 70 percent as compared to eight that had a passing rate of less than 70 percent the previous year. At this point it is not known why these rates were as low as they were nor how these rates compare with the passing rates of other schools. It is also not known what percentage of those who fail the exam the first time, retake the exam and are successful. In the case of real estate, emergency medical technician and insurance, it should be pointed out that students do not have to complete the program to be eligible for the exam. It is likely that a large number of students taking the exam, especially those taking the exam for the first time (which are reported here), have only completed the minimum required courses for the exam, not the entire program. In addition, many of the schools offering emergency medical technician, real estate, and insurance courses do so through continuing education. At this point it is not possible to determine the passing rate for curriculum students in those programs versus the passing rate for continuing education.

Data

PERCENTAGE OF NCCCS GRADUATES PASSING THE NATIONAL COUNCIL LICENSURE EXAM FOR NURSES (RN)

YEAR	# OF CC GRAD. TAKING EXAM	CC GRADUATES AS % OF TOTAL TAKING EXAM	% OF GRAD. PASSING EXAMS	% NON-CC TAKERS PASSING EXAM	
				HOSPITAL DIPLOMA	UNIVERSITY
1991-92	1,511	71	94	93	93
1992-93	1,474	65	96	97	95
1993-94	1,963	56	95	97	90
1994-95	1,798	56	94	94	91
1995*	1,810	62	93	95	94

* The NC Board of Nursing started to report the results by calendar year.

Source: NC Board of Nursing.

PERCENTAGE OF COMMUNITY COLLEGE STUDENTS PASSING LICENSING AND CERTIFICATION EXAMINATIONS (FIRST-TIME TEST TAKERS ONLY)

FIELD	NUMBER OF STUDENTS TAKING EXAM	% PASSING EXAM
Aviation Maintenance		
General	5	100
Airframe 1	17	100
Power Plant	16	94
Basic Law Enforcement Trng.	1,815	98
Cosmetology	834	92
Dental Assisting	140	78
Dental Hygiene	109	84
Emergency Medical Technician (EMT)		
EMT	3,061	60
EMT-D	809	78
EMT-I	608	74
EMT-AI	26	92
EMT-P	428	93
Insurance		
Life and Health	262	74
Property and Liability	261	57
Medicaid/Medicare Supp.	49	55
Health Information Technology	44	77
Medical Sonography		
Physics	25	92
Abdomen	24	88
OB-GYN	18	61
Nursing		
RN	1,810	93
PN	1,006	96
Opticianry	9	22
Physical Therapist Assistant	125	84
Real Estate		
Broker	234	71
Sales	1,460	61
Veterinary Medicine Tech.	35	94

Source: Planning and Research, NC Community College System Office

Recommendation

These data are especially valuable. They have a direct and unambiguous relationship to the quality of the program and should be carefully monitored over time.

The remaining licensing boards must begin to supply the data on community college graduates. Difficulties identifying these graduates can and should be overcome. Comparative data on passing rates for each licensure exam should be identified and collected.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1995
—NURSING—
FIRST-TIME TEST TAKERS

INSTITUTION	FTE	PRACTICAL NURSING		REGISTERED NURSING	
		# TESTED	% PASS	# TESTED	% PASS
<1,000					
Pamlico CC	216				
Tri-County CC	636	14	100		
Montgomery CC	667	24	88		
Bladen CC	697	20	70		
Roanoke-Chowan CC	839	7	100	20	100
Martin CC	844				
Mayland CC	860	12	100	21	81
McDowell TCC	875	16	94		
Brunswick CC	945	25	76		
1,000-1,999					
James Sprunt CC	1,030	20	90	27	93
Piedmont CC	1,072	4	100	14	93
Anson CC	1,102	18	100		
Sampson CC	1,167	17	100	26	100
Carteret CC	1,252	11	100		
Haywood CC	1,272	12	100		
Mitchell CC	1,328			43	95
Isothermal CC	1,387	24	79		
Beaufort County CC	1,453	17	94	22	100
Halifax CC	1,458				
Richmond CC	1,458	22	95	25	92
Cleveland CC	1,464	11	100		
Blue Ridge CC	1,466			20	100
College of the Albemarle	1,479	17	100	32	97
Stanly CC	1,492	9	100	29	93
Nash CC	1,502				
Southwestern CC	1,516	14	79		
Wilson CC	1,533				
Randolph CC	1,535			34	94
Edgecombe CC	1,617				
Rockingham CC	1,664	16	88	38	84
Southeastern CC	1,702	9	100	53	96
Wilkes CC	1,779			39	90
Robeson CC	1,887	27	96	34	97
Craven CC	1,972	18	100	39	97
2,000-2,999					
Lenoir CC	2,101	12	100	18	89
Western Piedmont CC	2,151			41	100
Davidson County CC	2,183			42	100
Surry CC	2,256	27	93	49	96
Caldwell CC & TI	2,328	29	97	34	94
Vance-Granville CC	2,404	6	100	28	100
Alamance CC	2,460	25	96	49	84
Sandhills CC	2,531	30	97	36	100
Wayne CC	2,582	11	100	33	94
Rowan-Cabarrus CC	2,688	23	100	43	93
Johnston CC	2,692	27	100	25	100
Catawba Valley CC	2,795			39	92
Durham TCC	2,945	23	96	42	88
3,000-4,999					
Cape Fear CC	3,105	18	100	29	100
Asheville-Buncombe TCC	3,123	33	100	50	92
Coastal Carolina CC	3,197	15	100	19	95
Gaston College	3,207	18	100	52	100
Central Carolina CC	3,241	54	100	22	91
Pitt CC	3,505	23	100	60	95
Forsyth TCC	3,967	46	100	116	86
>4,999					
Guilford TCC	5,207	37	100	62	92
Wake TCC	5,908			93	96
Fayetteville TCC	7,986	28	89	64	95
Central Piedmont CC	9,203	14	100	39	100
Foothills NRSG CONS.				35	97
NEWH Consortium		123	98	123	85
REG A NSRG CONS.				51	94
System Totals	**126,931**	**1,006**	**96**	**1,810**	**93**

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1995-96
—BASIC LAW ENFORCEMENT TRAINING—
FIRST-TIME TEST TAKERS

INSTITUTION	FTE	BLET	
		# TESTED	% PASS
<1,000			
Pamlico CC	216		
Tri-County CC	636		
Montgomery CC	667	31	90
Bladen CC	697	22	95
Roanoke-Chowan CC	839		
Martin CC	844		
Mayland CC	860	43	98
McDowell TCC	875	14	100
Brunswick CC	945	20	100
1,000-1,999			
James Sprunt CC	1,030	28	100
Piedmont CC	1,072		
Anson CC	1,102		
Sampson CC	1,167	22	100
Carteret CC	1,252	44	98
Haywood CC	1,272		
Mitchell CC	1,328	38	100
Isothermal CC	1,387	30	97
Beaufort County CC	1,453	41	93
Halifax CC	1,458	26	96
Richmond CC	1,458		
Cleveland CC	1,464	21	100
Blue Ridge CC	1,466	25	96
College of the Albemarle	1,479	21	95
Stanly CC	1,492	34	100
Nash CC	1,502		
Southwestern CC	1,516	42	100
Wilson CC	1,533	51	100
Randolph CC	1,535	27	96
Edgecombe CC	1,617		
Rockingham CC	1,664	14	100
Southeastern CC	1,702	7	100
Wilkes CC	1,779	19	100
Robeson CC	1,887	72	100
Craven CC	1,972	33	100
2,000-2,999			
Lenoir CC	2,101	12	92
Western Piedmont CC	2,151	31	100
Davidson County CC	2,183	66	98
Surry CC	2,256	31	100
Caldwell CC & TI	2,328	31	100
Vance-Granville CC	2,404	34	97
Alamance CC	2,460		
Sandhills CC	2,531	17	100
Wayne CC	2,582	38	97
Rowan-Cabarrus CC	2,688	55	96
Johnston CC	2,692	37	97
Catawba Valley CC	2,795	26	100
Durham TCC	2,945	30	100
3,000-4,999			
Cape Fear CC	3,105	62	97
Asheville-Buncombe TCC	3,123	79	100
Coastal Carolina CC	3,197	47	100
Gaston College	3,207	68	100
Central Carolina CC	3,241	53	98
Pitt CC	3,505	70	94
Forsyth TCC	3,967	32	100
>4,999			
Guilford TCC	5,207	48	100
Wake TCC	5,908	64	98
Fayetteville TCC	7,986	94	99
Central Piedmont CC	9,203	65	98
System Totals	**126,931**	**1,815**	**98**

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1995-96
—REAL ESTATE—
FIRST-TIME TEST TAKERS

INSTITUTION	FTE	SALES		BROKER	
		# TESTED	% PASS	# TESTED	% PASS
<1,000					
Pamlico CC	216	*	*		
Tri-County CC	636	31	61	9	67
Montgomery CC	667				
Bladen CC	697	*	*		
Roanoke-Chowan CC	839	6	83		
Martin CC	844	9	33		
Mayland CC	860	8	88	*	*
McDowell TCC	875	*	*		
Brunswick CC	945	26	81	9	67
1,000-1,999					
James Sprunt CC	1,030				
Piedmont CC	1,072	19	37		
Anson CC	1,102				
Sampson CC	1,167	6	67		
Carteret CC	1,252				
Haywood CC	1,272	9	100	7	71
Mitchell CC	1,328	20	55	5	80
Isothermal CC	1,387	25	36	7	71
Beaufort County CC	1,453	4	50		
Halifax CC	1,458	17	53	4	75
Richmond CC	1,458				
Cleveland CC	1,464	16	38		
Blue Ridge CC	1,466	20	55	*	*
College of the Albemarle	1,479	33	64	*	*
Stanly CC	1,492	7	71		
Nash CC	1,502	13	38	*	*
Southwestern CC	1,516	12	83	*	*
Wilson CC	1,533	13	31		
Randolph CC	1,535	18	83		
Edgecombe CC	1,617				
Rockingham CC	1,664	4	75		
Southeastern CC	1,702	*	*		
Wilkes CC	1,779	29	41	*	*
Robeson CC	1,887	*	*		
Craven CC	1,972	11	82		
2,000-2,999					
Lenoir CC	2,101	11	36		
Western Piedmont CC	2,151	6	50		
Davidson County CC	2,183	34	38	9	44
Surry CC	2,256	28	43	*	*
Caldwell CC & TI	2,328	25	56	4	75
Vance-Granville CC	2,404	11	73		
Alamance CC	2,460	46	85	24	67
Sandhills CC	2,531	57	61	4	75
Wayne CC	2,582	7	29		
Rowan-Cabarrus CC	2,688	47	81	4	75
Johnston CC	2,692	24	83		
Catawba Valley CC	2,795	42	76	8	88
Durham TCC	2,945	84	62	14	64
3,000-4,999					
Cape Fear CC	3,105	39	51	*	*
Asheville-Buncombe TCC	3,123	13	38	7	86
Coastal Carolina CC	3,197	32	66		
Gaston College	3,207	36	67		
Central Carolina CC	3,241	30	63	10	90
Pitt CC	3,505	27	59	9	78
Forsyth TCC	3,967	43	47		
>4,999					
Guilford TCC	5,207	56	61	16	75
Wake TCC	5,908	94	59	30	83
Fayetteville TCC	7,986	40	73	4	0
Central Piedmont CC	9,203	261	64	35	69
System Totals	**126,931**	**1,460**	**61**	**234**	**71**

*Number of test takers too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1996
—INSURANCE—
FIRST-TIME TEST TAKERS

INSTITUTION	FTE	LIFE & HEALTH		PROPERTY & LIABILITY		MEDICARE SUPP/LTC	
		#TESTED	%PASS	#TEST	%PASS	#TEST	%PASS
<1,000							
Pamlico CC	216						
Tri-County CC	636						
Montgomery CC	667						
Bladen CC	697						
Roanoke-Chowan CC	839						
Martin CC	844						
Mayland CC	860						
McDowell TCC	875						
Brunswick CC	945						
1,000-1,999							
James Sprunt CC	1,030						
Piedmont CC	1,072						
Anson CC	1,102						
Sampson CC	1,167						
Carteret CC	1,252	8	75	*	*		
Haywood CC	1,272						
Mitchell CC	1,328						
Isothermal CC	1,387	6	100	*	*		
Beaufort County CC	1,453						
Halifax CC	1,458	*	*	*	*		
Richmond CC	1,458						
Cleveland CC	1,464						
Blue Ridge CC	1,466						
College of the Albemarle	1,479	12	58	12	58		
Stanly CC	1,492						
Nash CC	1,502	12	83	9	56		
Southwestern CC	1,516						
Wilson CC	1,533	11	73	10	20	6	50
Randolph CC	1,535			*	*		
Edgecombe CC	1,617						
Rockingham CC	1,664						
Southeastern CC	1,702	5	40				
Wilkes CC	1,779	*	*	*	*		
Robeson CC	1,887			*	*		
Craven CC	1,972						
2,000-2,999							
Lenoir CC	2,101	30	50	28	71		
Western Piedmont CC	2,151						
Davidson County CC	2,183	6	67	6	17		
Surry CC	2,256	*	*				
Caldwell CC & TI	2,328	5	80	6	67		
Vance-Granville CC	2,404						
Alamance CC	2,460	4	75	23	65		
Sandhills CC	2,531						
Wayne CC	2,582	10	80	17	41		
Rowan-Cabarrus CC	2,688						
Johnston CC	2,692	*	*	5	0		
Catawba Valley CC	2,795	8	38				
Durham TCC	2,945	*	*	6	67		
3,000-4,999							
Cape Fear CC	3,105			4	25		
Asheville-Buncombe TCC	3,123	43	88	18	50	42	55
Coastal Carolina CC	3,197	8	75	*	*		
Gaston College	3,207						
Central Carolina CC	3,241			8	75		
Pitt CC	3,505	4	50	7	71		
Forsyth TCC	3,967	17	82	8	50	*	*
>4,999							
Guilford TCC	5,207	10	60	16	75		
Wake TCC	5,908						
Fayetteville TCC	7,986	25	72	29	59		
Central Piedmont CC	9,203	28	100	36	75		
System Totals	**126,931**	**262**	**74**	**261**	**57**	**49**	**55**

*Number of test takers too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1995-96
—COSMETOLOGY—OPTICIANRY—HEALTH INFORMATION TECHNOLOGY—
—VETERINARY MEDICAL TECHNOLOGY—
FIRST-TIME TEST TAKERS

Institution	FTE	Cosmetology		Opticianry		Health Info Tech		Vet.Med.Tech.	
		#Test	%Pass	#Test	%Pass	#TestED	%Pass	#Test	%PASS
<1,000									
Pamlico CC	216								
Tri-County CC	636	14	100						
Montgomery CC	667								
Bladen CC	697	10	80						
Roanoke-Chowan CC	839	16	75						
Martin CC	844	15	87						
Mayland CC	860	10	100						
McDowell TCC	875	17	100						
Brunswick CC	945	41	95						
1,000-1,999									
James Sprunt CC	1,030	14	79			*	*		
Piedmont CC	1,072	16	94						
Anson CC	1,102								
Sampson CC	1,167	22	91						
Carteret CC	1,252	31	87						
Haywood CC	1,272	19	100						
Mitchell CC	1,328	14	100						
Isothermal CC	1,387	20	95						
Beaufort County CC	1,453	15	100						
Halifax CC	1,458								
Richmond CC	1,458								
Cleveland CC	1,464								
Blue Ridge CC	1,466	21	100						
College of the Albemarle	1,479	11	100						
Stanly CC	1,492	25	100						
Nash CC	1,502	15	100						
Southwestern CC	1,516	18	100						
Wilson CC	1,533								
Randolph CC	1,535								
Edgecombe CC	1,617	40	93			*	*		
Rockingham CC	1,664	17	94						
Southeastern CC	1,702	27	93						
Wilkes CC	1,779								
Robeson CC	1,887	43	93						
Craven CC	1,972	41	95						
2,000-2,999									
Lenoir CC	2,101	39	92						
Western Piedmont CC	2,151								
Davidson County CC	2,183	20	95			6	83		
Surry CC	2,256								
Caldwell CC & TI	2,328	30	87						
Vance-Granville CC	2,404	66	79						
Alamance CC	2,460	47	100						
Sandhills CC	2,531	28	93						
Wayne CC	2,582								
Rowan-Cabarrus CC	2,688	25	92						
Johnston CC	2,692	17	100						
Catawba Valley CC	2,795					7	86		
Durham TCC	2,945			9	22				
3,000-4,999									
Cape Fear CC	3,105					7	86		
Asheville-Buncombe TCC	3,123								
Coastal Carolina CC	3,197								
Gaston College	3,207								
Central Carolina CC	3,241	11	82					35	94
Pitt CC	3,505					6	83		
Forsyth TCC	3,967								
>4,999									
Guilford TCC	5,207	19	100						
Wake TCC	5,908								
Fayetteville TCC	7,986								
Central Piedmont CC	9,203					14	71		
System Totals	**126,931**	**834**	**92**	**9**	**22**	**44**	**77**	**35**	**94**

*Number of test takers too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1995-96
—DENTAL ASSISTING—DENTAL HYGIENE—PHYSICAL THERAPIST ASSISTANT—
FIRST-TIME TEST TAKERS

INSTITUTION	FTE	DENTAL ASSISTING		DENTAL HYGENE		PHY. THERAPIST ASS.	
		# TESTED	% PASS	# TESTED	% PASS	# TESTED	% PASS
<1,000							
Pamlico CC	216						
Tri-County CC	636						
Montgomery CC	667						
Bladen CC	697						
Roanoke-Chowan CC	839						
Martin CC	844					18	94
Mayland CC	860						
McDowell TCC	875						
Brunswick CC	945						
1,000-1,999							
James Sprunt CC	1,030						
Piedmont CC	1,072						
Anson CC	1,102						
Sampson CC	1,167						
Carteret CC	1,252						
Haywood CC	1,272						
Mitchell CC	1,328						
Isothermal CC	1,387						
Beaufort County CC	1,453						
Halifax CC	1,458						
Richmond CC	1,458						
Cleveland CC	1,464						
Blue Ridge CC	1,466						
College of the Albemarle	1,479						
Stanly CC	1,492					19	84
Nash CC	1,502					13	69
Southwestern CC	1,516					13	77
Wilson CC	1,533						
Randolph CC	1,535						
Edgecombe CC	1,617						
Rockingham CC	1,664						
Southeastern CC	1,702						
Wilkes CC	1,779	7	71				
Robeson CC	1,887						
Craven CC	1,972						
2,000-2,999							
Lenoir CC	2,101						
Western Piedmont CC	2,151	13	69				
Davidson County CC	2,183						
Surry CC	2,256						
Caldwell CC & TI	2,328					18	67
Vance-Granville CC	2,404						
Alamance CC	2,460	*	*				
Sandhills CC	2,531						
Wayne CC	2,582	19	100	17	71		
Rowan-Cabarrus CC	2,688	14	93				
Johnston CC	2,692						
Catawba Valley CC	2,795						
Durham TCC	2,945						
3,000-4,999							
Cape Fear CC	3,105	7	100				
Asheville-Buncombe TCC	3,123	11	64	13	85		
Coastal Carolina CC	3,197	30	67	12	92		
Gaston College	3,207						
Central Carolina CC	3,241						
Pitt CC	3,505						
Forsyth TCC	3,967						
>4,999							
Guilford TCC	5,207	*	*	24	92		
Wake TCC	5,908	9	100				
Fayetteville TCC	7,986	26	69	21	90	14	86
Central Piedmont CC	9,203			22	77	30	97
System Totals	**126,931**	**140**	**78**	**109**	**84**	**125**	**84**

*Number of test takers too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1995-96
—MEDICAL SONOGRAPHY—
FIRST-TIME TEST TAKERS

INSTITUTION	FTE	PHYSICS		ABDOMEN		OB-GYN	
		#TESTE	%PASS	#TESTE	%PASS	#TESTE	%PASS
<1,000							
Pamlico CC	216						
Tri-County CC	636						
Montgomery CC	667						
Bladen CC	697						
Roanoke-Chowan CC	839						
Martin CC	844						
Mayland CC	860						
McDowell TCC	875						
Brunswick CC	945						
1,000–1,999							
James Sprunt CC	1,030						
Piedmont CC	1,072						
Anson CC	1,102						
Sampson CC	1,167						
Carteret CC	1,252						
Haywood CC	1,272						
Mitchell CC	1,328						
Isothermal CC	1,387						
Beaufort County CC	1,453						
Halifax CC	1,458						
Richmond CC	1,458						
Cleveland CC	1,464						
Blue Ridge CC	1,466						
College of the Albemarle	1,479						
Stanly CC	1,492						
Nash CC	1,502						
Southwestern CC	1,516						
Wilson CC	1,533						
Randolph CC	1,535						
Edgecombe CC	1,617						
Rockingham CC	1,664						
Southeastern CC	1,702						
Wilkes CC	1,779						
Robeson CC	1,887						
Craven CC	1,972						
2,000–2,999							
Lenoir CC	2,101						
Western Piedmont CC	2,151						
Davidson County CC	2,183						
Surry CC	2,256						
Caldwell CC & TI	2,328	11	82	6	67	9	33
Vance-Granville CC	2,404						
Alamance CC	2,460						
Sandhills CC	2,531						
Wayne CC	2,582						
Rowan-Cabarrus CC	2,688						
Johnston CC	2,692						
Catawba Valley CC	2,795						
Durham TCC	2,945						
3,000–4,999							
Cape Fear CC	3,105						
Asheville-Buncombe TCC	3,123						
Coastal Carolina CC	3,197						
Gaston College	3,207						
Central Carolina CC	3,241						
Pitt CC	3,505	8	100	10	90	6	83
Forsyth TCC	3,967	6	100	8	100	*	*
>4,999							
Guilford TCC	5,207						
Wake TCC	5,908						
Fayetteville TCC	7,986						
Central Piedmont CC	9,203						
System Totals	**126,931**	**25**	**92**	**24**	**88**	**18**	**61**

*Number of test takers too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1995-96
—AVIATION—
FIRST-TIME TEST TAKERS

INSTITUTION	FTE	GENERAL		AIRFRAME		POWER PLANT	
		# TESTED	% PASS	# TESTED	% PASS	# TESTED	% PASS
<1,000							
Pamlico CC	216						
Tri-County CC	636						
Montgomery CC	667						
Bladen CC	697						
Roanoke-Chowan CC	839						
Martin CC	844						
Mayland CC	860						
McDowell TCC	875						
Brunswick CC	945						
1,000–1,999							
James Sprunt CC	1,030						
Piedmont CC	1,072						
Anson CC	1,102						
Sampson CC	1,167						
Carteret CC	1,252						
Haywood CC	1,272						
Mitchell CC	1,328						
Isothermal CC	1,387						
Beaufort County CC	1,453						
Halifax CC	1,458						
Richmond CC	1,458						
Cleveland CC	1,464						
Blue Ridge CC	1,466						
College of the Albemarle	1,479						
Stanly CC	1,492						
Nash CC	1,502						
Southwestern CC	1,516						
Wilson CC	1,533						
Randolph CC	1,535						
Edgecombe CC	1,617						
Rockingham CC	1,664						
Southeastern CC	1,702						
Wilkes CC	1,779						
Robeson CC	1,887						
Craven CC	1,972						
2,000–2,999							
Lenoir CC	2,101						
Western Piedmont CC	2,151						
Davidson County CC	2,183						
Surry CC	2,256						
Caldwell CC & TI	2,328						
Vance-Granville CC	2,404						
Alamance CC	2,460						
Sandhills CC	2,531						
Wayne CC	2,582	5	100	7	100	5	100
Rowan-Cabarrus CC	2,688						
Johnston CC	2,692						
Catawba Valley CC	2,795						
Durham TCC	2,945						
3,000–4,999							
Cape Fear CC	3,105						
Asheville-Buncombe TCC	3,123						
Coastal Carolina CC	3,197						
Gaston College	3,207						
Central Carolina CC	3,241						
Pitt CC	3,505						
Forsyth TCC	3,967						
>4,999							
Guilford TCC	5,207			10	100	11	91
Wake TCC	5,908						
Fayetteville TCC	7,986						
Central Piedmont CC	9,203						
System Totals	**126,931**	**5**	**100**	**17**	**100**	**16**	**94**

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1996
—EMERGENCY MEDICAL TECHNICIAN (EMT)—
FIRST-TIME TEST TAKERS

Institution	FTE	EMT		EMT-D		EMT-I		EMT-AI		EMT-P	
		#Test	%Pass	#Test	%Pass	#Test	%Pass	#Test	%Pass	#Test	%Pass
<1,000											
Pamlico CC	216	6	33	*	*	*	*				
Tri-County CC	636	13	85			5	60			19	95
Montgomery CC	667	24	42			8	63			19	90
Bladen CC	697	15	33			12	83			7	71
Roanoke-Chowan CC	839	22	32	4	100						
Martin CC	844	37	65	85	87	28	68				
Mayland CC	860	30	40	*	*	16	75				
McDowell TCC	875	14	29	13	46	*	*				
Brunswick CC	945	30	63	3	67	*	*				
1,000–1,999											
James Sprunt CC	1,030	40	25	10	70						
Piedmont CC	1,072	15	53							10	100
Anson CC	1,102	11	46								
Sampson CC	1,167	34	59	19	63						
Carteret CC	1,252	50	72	14	64	27	82				
Haywood CC	1,272	30	63	*	*	14	71			13	100
Mitchell CC	1,328	26	42	12	75						
Isothermal CC	1,387	43	65	9	33	5	100				
Beaufort County CC	1,453	27	56	*	*	*	*				
Halifax CC	1,458	26	54			11	73				
Richmond CC	1,458	76	49	41	63	19	79			7	57
Cleveland CC	1,464	50	48			7	71				
Blue Ridge CC	1,466	58	31	68	85						
College of the Albemarle	1,479	81	53								
Stanly CC	1,492	18	44			*	*				
Nash CC	1,502	24	54			18	94			17	82
Southwestern CC	1,516	*	*			9	100			13	100
Wilson CC	1,533	38	61			11	73	5	80	15	93
Randolph CC	1,535	61	44	12	83	22	91			21	81
Edgecombe CC	1,617	8	63			4	100				
Rockingham CC	1,664	41	54			6	33			14	86
Southeastern CC	1,702	30	63	31	77					*	*
Wilkes CC	1,779	4	100	26	54	14	50			11	91
Robeson CC	1,887	51	67	12	75	15	93				
Craven CC	1,972	43	47	8	63	24	71				
2,000–2,999											
Lenoir CC	2,101	36	44			39	54	*	*	16	94
Western Piedmont CC	2,151	25	48	23	74	11	91				
Davidson County CC	2,183	53	79			45	64			19	100
Surry CC	2,256	55	64	13	69					21	95
Caldwell CC & TI	2,328	71	65	11	82	9	56	11	100	7	100
Vance-Granville CC	2,404	90	64	7	86	22	64			10	100
Alamance CC	2,460	43	42							12	100
Sandhills CC	2,531	17	41	8	75	5	100			29	93
Wayne CC	2,582	73	62	25	52	*	*				
Rowan-Cabarrus CC	2,688	140	56	72	78	27	63			26	100
Johnston CC	2,692	60	53	11	100	26	50			*	*
Catawba Valley CC	2,795	23	65			*	*			11	91
Durham TCC	2,945	210	81							3	100
3,000–4,999											
Cape Fear CC	3,105	72	61	15	80	10	90				
Asheville-Buncombe TCC	3,123	97	66	29	76	29	97	5	100	19	95
Coastal Carolina CC	3,197	94	62			12	83			10	80
Gaston College	3,207	79	49	15	73	5	60			10	100
Central Carolina CC	3,241	78	55	19	63	40	75				
Pitt CC	3,505	65	60	31	81						
Forsyth TCC	3,967	123	68	100	94						
>4,999											
Guilford TCC	5,207	89	69	46	78	8	100	*	*	11	100
Wake TCC	5,908	144	81	8	63	23	83			22	86
Fayetteville TCC	7,986	96	87			8	88			9	100
Central Piedmont CC	9,203	136	66							21	100
Anson-Stanly CC		14	57								
System Totals	**126,931**	**3,061**	**60**	**809**	**78**	**608**	**74**	**26**	**92**	**428**	**93**

*Number of test takers too small to report without violating students' privacy.

PROFESSIONAL BOARD CONTACTS FOR CSF MEASURE
I.E. LICENSURE PASSING RATES

EXAM	AGENCY	CONTACT
Basic Law Enforcement	NC Dept. of Justice 919/733-2530	Wayne Coats
Cosmetology	NC State Board of Cosmetology 919/850-2793	Doug Vanessen
Dental Assisting	Dental Assisting National Board Inc. 312/642-3368	Fred Davis
Dental Hygiene	NC State Board of Dental Examiners 919/781-4901	Lisa Blaser / Gwen Rogers
Emergency Medical Technician	NC Dept. of Human Resources 919/733-2285	Ed Browning
Insurance	NC Dept. of Insurance 919/733-1645	Louis Johnson
Health Information Technology	American Health Information Management Association 312/787-2672 x405	Judith Merritt
Nursing	NC Board of Nursing 919/782-3211	Judith Dickens
Opticianry	NC State Board of Opticians 919/733-9321	Carolyn Allen
Physical Therapy	NC Board of Physical Therapy 919/490-6393	Ben Massey
Real Estate	NC Real Estate Commission 919/733-9580	Melton Black
Veterinary	NC Veterinary Medical Board 919/733-7689	Tom Mickey

Background

Students attend community colleges for a wide variety of reasons. Unlike traditional university students, a large number of students enrolled in community colleges are not pursuing a degree. Some students are pursuing basic skills, others are in search of job preparation skills or job retraining, still others are preparing for transfer to a four-year institution. These students attend community colleges to obtain specific skills or knowledge that will enable them to attain their goal, which may be employment, transferring to a four-year institution, or simply self-improvement.

Depending on the reason for attending, students may enroll in a community college for one quarter or they may be in pursuit of a certificate, diploma, or degree. Further, many students who enroll in community colleges do so on a part-time basis. These students, due to employment constraints or family responsibilities, simply cannot attend college on a full-time basis or even necessarily attend each quarter. As a result, calculation of program completion rates and the assessment of the appropriateness of a program completion rate are difficult.

The calculation of an accurate program completion rate must account for student intention. Therefore, since many students enroll in a community college without the intention of completing a program, any calculation of a program completion rate must eliminate these students. To be accurate, a program completion rate must be based solely on those students who enroll in a community college with the intent of earning a certificate, diploma, or degree.

Presently it is not possible to compute an accurate completion rate. Steps have been undertaken that will allow for the future calculation of program completion rates. As of 1991-92, student intent was added to the Curriculum Student Progress Information System. Information is now being gathered at all colleges on students' intentions for enrolling. Among the reasons for enrolling that students can select is the intent of obtaining a certificate, degree, or diploma. With this information, a program completion rate based on student intent can be calculated in the future. In addition, implementation of the federal Right-to-Know legislation has mandated tracking cohorts for 150 percent of the time needed to complete a program. These data will be available in the future.

Recommendation

The State Board of Community Colleges has adopted an Annual Program Audit for all colleges to use in reviewing all programs and services annually. In addition, the State Board has adopted performance standards for certain key measures in the Annual Program Audit. Among the measures for which standards have been adopted is student goal accomplishment, which includes completion rates, as well as other goal attainment by students. This measure

will more accurately reflect the success of students in programs in community colleges than will looking just at graduation rates. Therefore, it is recommended that this measure be modified in the future to examine both graduation rates and student goal accomplishment.

In addition, efforts should be made to identify the core courses in a program that enable a student to leave the program, without completing, but possessing marketable skills. With this information, a modified program completion rate could be developed that would reflect students gaining marketable skills.

Background

Students who enroll in community colleges are often unprepared for college level coursework. Unlike the traditional university, community colleges maintain an "open door" philosophy and, as a result, serve non-traditional students and students who may not have been properly prepared for post-secondary education. For many of these students, the colleges must first equip them with the basic skills and knowledge necessary to pursue college level courses.

Colleges have developed remedial courses for students who have deficiencies in core course areas. The purpose of the remedial courses is to equip students with the skills and knowledge necessary for success in their college studies. Once students have successfully completed the remedial courses, they can then move into a regular college program.

The passing rate for remedial courses is one measure of student success. This measure provides an indication of the success of colleges in alleviating student deficiencies and preparing students for college level work. In other words, it is a measure of the success of the colleges in providing students with the basic skills necessary for post-secondary education.

It is currently not possible to identify passing rates for remedial courses. A computer program has been developed and is being implemented at the colleges that will identify remedial courses, identify students who are enrolled in these courses, and calculate passing rates for these courses. Data on this measure should be available in the future.

Recommendation

The data on passing rates for remedial courses should be gathered and analyzed. In addition, efforts should be undertaken to develop a measure of the success of students who pass remedial courses in future college courses.

STUDENT SUCCESS MEASURE H: Passing Rates for "General Education" and "Related" Courses

Background

Student success measures often focus on "end point" measures such as program completion rates, licensure passing rates, and degrees awarded. While these are appropriate measures of student success, they overlook the success of students while they are progressing through a program of study. In addition, these measures often fail to capture students who enroll in a community college and do not have an intent of completing a program.

Passing rates for "General Education" and "related" courses provide a measure of the success of students in progressing through a course of study. These courses are designed to provide students with traditional academic studies (e.g., English, mathematics, social sciences) and complement the technical and vocational components of their programs. "General Education" and "related" courses can be thought of as that component of a student's program that provides a "well-rounded" education.

Currently it is not possible to compute passing rates for "General Education" and "related" courses. As with Student Success Measure G, passing rates for remedial courses, the appropriate computer programs have been developed and are being implemented that will result in the calculation of passing rates for "General Education" and "related" courses. These rates should be available in the future.

Recommendation

As the common course library is implemented, programs should be developed to track student performance in the General Education core.

CRITICAL SUCCESS FACTOR II: RESOURCES

For any institution, educational or industrial, there is a critical mass of resources necessary for the organization to perform at an optimal level. When resources fall below this critical mass level, performance declines and quality suffers. The level of resources can be thought of as an indicator of the health of an organization.

During the 1960s, resources for higher education were readily available. During the past two decades, however, colleges and universities have had to contend with a shrinking availability of resources. The demand by the public for tax relief and reduced state government over the past few years, coupled with some revenue shortfalls, has resulted in ever tightening budgets.

While resources have declined over the past two decades, the demands on community colleges have increased dramatically. Enrollment has continued to increase, with more and more North Carolinians turning to the community colleges for job training and for the first two years of a baccalaureate program. The role of community colleges in basic skills education and community services has grown continuously over the years. Colleges are being asked to provide more services to more people with fewer resources.

An examination of the colleges' resources will indicate the capability of the institutions in providing quality educational programs. Whereas resources alone do not guarantee that a quality education will be present, without the appropriate resources, a college cannot provide students with an adequate learning experience.

The measures selected as indicators of the health of the System and the colleges as determined by resources are:

A. Average Salaries as a Percent of the Southeastern Regional Average

B. Student/Faculty Ratio

C. Participation in Staff Development Programs: Tier A

D. Currentness of Equipment

E. Percent of Libraries Meeting American Library Association Standards

F. System Funding/FTE

RESOURCES MEASURE A: Institutional Salaries as a Percent of the Southeastern Regional Average

Background

This measure is an indicator of a key "input" to education: the personnel who make it happen. While it is true that dedicated people will provide high quality education for low salaries, it is unrealistic to expect that education can continue to attract highly skilled, knowledgeable people who have significantly higher paying alternatives. If these alternatives are in other educational systems**C**if a dedicated teacher can teach elsewhere for more pay**C**it is even more unrealistic. In addition, community colleges must compete for technically skilled people in areas like electronics and nursing, in which the relevant labor market is outside education. Measures for market competitiveness of salaries should be developed.

While preparing the 1997 CSF report, an error in last year's salaries comparison data was discovered. A corrected version of the 1994-95 table is included.

The 1995-96 national salary data on administrative positions are from the College and University Personnel Association (CUPA). The data are based on two-year institutions from across the nation. The median salary for each position is reported.

The Commission on the Future recommended that the North Carolina Community College System raise salaries to the upper quartile of community college salaries in the Southeast. Faculty salaries in the southeastern region have been chosen as a conservative basis for comparison since these states are similar to North Carolina in terms of cost of living. Other things to consider include the fact that technical education is a greater part of what community colleges do in North Carolina than elsewhere, even in the South, and that technical personnel are typically more expensive.

Furthermore, salaries are not measured or reported consistently between states and the data are confusing. The average monthly salary, including fringes, is considered to be the most comparable figure, since colleges and systems define full-time in various ways. The salary question also involves issues related to longevity. A long-time faculty member may have a higher salary due to seniority; or conversely, it may have been necessary to pay more to get the newest person in a competitive labor market.

Because of different contract lengths for faculty within the System and across states, the data are converted to a 9-month equivalent salary. This procedure allows for a more accurate comparison of North Carolina salaries with salaries from other states. Thus, the data presented in this measure are the average 9-month faculty salary for full-time curriculum faculty.

Implications

The data indicate that North Carolina has improved its ranking in the southeastern region; however, it remains significantly behind the regional average for faculty salaries. The impact of low salaries is reflected in colleges losing key personnel, especially to industry, and in not being able to hire their first choice in certain fields.

The data on administrative salaries shows that the community colleges are behind in most categories. Besides data on the median administrative salaries for North Carolina compared to the national medians, information is presented on the percentage of North Carolina administrators that are above the 60th percentile and those below the 40th percentile for national salaries. These data indicate that median salaries for administrators in North Carolina, in most categories, is below the 40th percentile for the nation. As with faculty salaries, North Carolina ranks low in administrative salaries.

Data

NORTH CAROLINA COMMUNITY COLLEGE MEDIAN ADMINISTRATIVE SALARIES COMPARED WITH NATIONAL MEDIANS

EMPLOYEE CATEGORY	CUPA MEDIAN SALARY 1994-95	NC MEDIAN SALARY 1994-95
Executive		
President	$91,203	$94,158
Executive Vice President	77,475	70,380
Academic		
Chief Instructional Officer	$68,884	$59,232
Inst. Research/Planning	47,661	49,680
Administrator-Vocational	56,495	46,506
Administrator-LRC	48,421	42,168
Institutional Research	42,288	38,760
Administrative		
Chief Business Officer	$66,437	$56,136
Admin.-Accounting	46,500	40,524
Supervising-Accounting	39,949	33,924
Mgmt/Plant Operations	47,047	31,020
Admin.-Computer Center	54,088	46,116
Computer Systems Admin.	46,578	34,164
Personnel Officer	51,000	30,954
Purchasing	38,260	27,594
Printing	31,536	19,500
Accounting-high	33,980	24,336
Comp. Programmer-high	35,405	23,070
External Affairs		
Inst. Development Officer	$40,000	$33,822
Public Information	40,400	30,234
Student Services		
Chief Student Services Officer	$60,933	$51,096
Admin.-Student Services	54,995	46,644
Financial Aid Officer	41,185	32,316
Registrar/Admissions	49,200	32,688

Source: CUPA Administrative Compensation Survey, 1994-95, Planning and Research, NC Community College System Office.

MEDIAN SALARIES OF NORTH CAROLINA COMMUNITY COLLEGE AMINISTRATORS AND PERCENT BELOW THE NATIONAL FORTIETH PERCENTILE AND PERCENT ABOVE THE NATIONAL SIXTIETH PERCENTILE IN 1994-95

North Carolina Number	% Below U.S. 40th Percentile	% Above U.S. 60th Percentile	Position Title	U.S. 40th Percentile	U.S. 60th Percentile
58	26%	47%	Chief Executive Officer (President)	$86,408	$95,284
18	61%	6%	Executive Vice President	$72,193	$81,973
51	75%	6%	Chief Business Officer	$62,808	$69,463
21	67%	14%	Administrator-Accounting/Controller	$42,707	$49,850
28	75%	7%	Management/Supervising-Accounting	$38,059	$42,821
19	32%	42%	Mgmt/Research/Devel/Plan/Effect	$45,321	$51,524
49	74%	8%	Chief Instructional Officer	$66,075	$71,820
12	75%	2%	Administrator-Vocational	$55,183	$59,344
35	57%	23%	Administrator-Learning Resources	$44,000	$51,020
47	79%	13%	Chief Student Affairs/Services Officer	$57,052	$63,544
36	86%	8%	Administrator-Student Services	$52,943	$59,172
60	85%	3%	Financial Aid Officer	$38,600	$44,500
52	88%	2%	Registrar/Admissions	$45,231	$52,500
55	98%	2%	Management/Plant Operations	$44,100	$50,208
11	55%	18%	Administrator-Computer Center	$50,709	$58,530
46	89%	4%	Computer Systems Administrator	$42,860	$50,205
18	72%	17%	Institutional Development Officer	$37,776	$44,050
12	50%	17%	Institutional Research	$40,000	$44,868
36	78%	8%	Public Information	$37,576	$43,654
22	100%	0%	Personnel Officer	$46,451	$55,443
22	82%	5%	Purchasing	$35,620	$41,349
55	96%	0%	Printing	$28,325	$32,904
95	90%	2%	Accounting-high	$32,091	$35,828
22	95%	5%	Computer Programmer-high	$33,003	$38,300

Source: CUPA Administrative Compensation Survey, 1994-95, Planning and Research, NC Community College System Office.

Data

NORTH CAROLINA COMMUNITY COLLEGE MEDIAN ADMINISTRATIVE SALARIES COMPARED WITH NATIONAL MEDIANS

EMPLOYEE CATEGORY	CUPA MEDIAN SALARY 1995-96	NC MEDIAN SALARY 1995-96
Executive		
President	$94,932	$94,890
Executive Vice President	79,123	72,642
Academic		
Chief Instructional Officer	$71,284	$62,262
Inst. Research/Planning	49,669	50,040
Administrator-Vocational	57,911	48,162
Administrator-LRC	48,813	43,224
Institutional Research	40,772	42,864
Administrative		
Chief Business Officer	$69,264	$56,760
Admin.-Accounting	49,966	42,432
Supervising-Accounting	41,683	34,662
Mgmt/Plant Operations	48,898	31,836
Admin.-Computer Center	54,100	47,112
Computer Systems Admin.	47,795	34,500
Personnel Officer	50,923	31,272
Purchasing	39,624	28,140
Printing	30,854	20,190
Accounting-high	33,650	24,108
Comp. Programmer-high	36,544	23,988
External Affairs		
Inst. Development Officer	$37,229	$36,744
Public Information	42,338	31,476
Student Services		
Chief Student Services Officer	$63,768	$52,236
Admin.-Student Services	57,329	46,068
Financial Aid Officer	42,430	33,012
Registrar/Admissions	48,012	33,396

Source: CUPA Administrative Compensation Survey, 1995-96, Planning and Research, NC Community College System Office

. MEDIAN SALARIES OF NORTH CAROLINA COMMUNITY COLLEGE AMINISTRATORS AND PERCENT BELOW THE NATIONAL FORTIETH PERCENTILE AND PERCENT ABOVE THE NATIONAL SIXTIETH PERCENTILE IN 1995-96

North Carolina Number	% Below U.S. 40th Percentile	% Above U.S. 60th Percentile	Position Title	U.S. 40th Percentile	U.S. 60th Percentile
58	34%	38%	Chief Executive Officer (President)	$90,218	$99,000
18	67%	6%	Executive Vice President	$75,583	$83,534
49	76%	4%	Chief Business Officer	$65,331	$72,154
20	70%	15%	Administrator-Accounting/Controller	$46,914	$52,000
30	80%	3%	Management/Supervising-Accounting	$38,633	$45,179
23	26%	35%	Mgmt/Research/Devel/Plan/Effect	$45,382	$53,016
46	83%	4%	Chief Instructional Officer	$68,986	$74,791
10	70%	20%	Administrator-Vocational	$56,194	$60,000
33	58%	27%	Administrator-Learning Resources	$46,162	$51,977
43	77%	9%	Chief Student Affairs/Services Officer	$59,240	$65,854
39	82%	8%	Administrator-Student Services	$54,191	$61,742
60	85%	5%	Financial Aid Officer	$39,594	$44,891
49	90%	2%	Registrar/Admissions	$45,454	$51,027
59	93%	2%	Management/Plant Operations	$45,121	$52,110
15	53%	13%	Administrator-Computer Center	$49,775	$59,880
52	92%	4%	Computer Systems Administrator	$44,683	$50,675
19	47%	32%	Institutional Development Officer	$35,932	$40,605
9	33%	33%	Institutional Research	$36,661	$45,105
37	78%	11%	Public Information	$38,947	$46,267
22	100%	0%	Personnel Officer	$46,812	$57,737
21	81%	5%	Purchasing	$37,003	$43,160
50	98%	0%	Printing	$29,250	$35,371
107	85%	3%	Accounting-high	$30,798	$36,798
22	95%	5%	Computer Programmer-high	$33,599	$40,277

Source: CUPA Administrative Compensation Survey, 1995-96, Planning and Research, NC Community College System Office

NORTH CAROLINA COMMUNITY COLLEGE FACULTY SALARIES AS A PERCENTAGE OF THE SOUTHEAST AVERAGE AND RANK AMONG 15 SOUTHEASTERN STATES

YEAR	NC SALARY	SREB AVE. SALARY	% OF SREB AVE.	RANK
1991-92	$26,014	$32,015	81.3	15th
1992-93	$26,461	$32,302	81.9	14th
1993-94	$27,408	$33,470	81.9	15th
1994-95	$29,234	$34,433	84.9	15th
1995-96	$30,106*	$36,146	83.3	15th

*****Data published in the 1995-96 SREB Data Exchange were incorrect. The data have been corrected.

Source: SREB Fact Book On Higher Education.

Recommendation

Improving salary levels is a major cost item. The work with the SREB and other agencies to try to establish the monthly salary as the basis for comparison and to develop a consistent approach to collecting and reporting the data should be continued. An improved data measure using the CUPA report is currently being investigated and will possibly be implemented in the future. Additionally, alternative benchmarks should also be investigated particularly in terms of market competitiveness.

RESOURCES MEASURE B: Student/Faculty Ratio

Background

A key ingredient to a proper learning situation is the opportunity for interaction between instructor and student. In technical and vocational programs, where much of the teaching is "hands-on," instructors must be able to give individual attention to students in the classroom and in the lab/shop. Unfortunately, as enrollments have increased, many colleges have found that the only way to meet the demand for programs is by increasing class size.

The student/faculty ratio is an indicator of the health of the System. As the student/faculty ratio increases, it is logical to assume that the opportunity for students to receive individual attention decreases. An increasing student/faculty ratio also translates into an increased workload for the faculty for there are more students to teach/supervise and more papers to evaluate. As faculty workload increases, so does faculty "burnout."

An appropriate measure of the student/faculty ratio is currently being developed. In assessing the appropriateness of a student/faculty ratio, individual programs will need to be examined. It is likely that what may be an appropriate student/faculty ratio for a college transfer English class may not be appropriate for a welding class where the instruction is more "hands-on" oriented.

Recommendation

This measure should be developed for reporting in the future. In developing the measure, consideration should be given to the types of programs offered by the System. In addition, comparable data from other systems should be collected.

RESOURCES MEASURE C: Participation in Staff Development Programs: Tier A

Background

Like salaries, participation in staff development programs is an "input" indicator of the quality of teaching. Instructors who stay up to date in their field and incorporate new teaching technologies and methods into their delivery provide better quality instruction. Staff development activities also boost morale and creativity. Similar effects are realized by personnel in all classifications.

There is currently no way to measure the level of participation in staff development programs. The only indicator available is participation in "Tier A" programs, which are funded separately and have been restricted to certain types of activities. Before 1989-90 only faculty were eligible for Tier A program support. Other personnel also need staff development activities. Funding for Tier A has remained at $1.23 million each year over the six years the program has been in effect, thus not improving even to cover inflation. In addition, restrictions on the use of these funds were lifted as part of a flexibility measure to help colleges deal with the budget cuts of the past. Thus, colleges were able to use the funds to meet any legitimate college need.

During normal operations, colleges spend additional dollars and involve personnel in developmental activities that are not covered by these funds. For example, travel funds are typically made available from college operating budgets to enable staff to attend conferences, etc. Colleges also hold on-campus developmental activities not covered with special funds. However, only limited funds are available from operating budgets.

An appropriate measure of participation in staff development programs is currently unavailable. In past years, the number of faculty and staff participating in Tier A sponsored activities has been reported. These data, however, have been very limited in that the type of activity and the quality of activity has not been assessed. Simply looking at participation rates did not provide any information on the activities and impact on college personnel. Indeed, if a college sponsored a mandatory workshop for all personnel, then the college would have a 100 percent participation rate, but it is not necessarily true that the college would have met the staff development needs of its personnel.

Beginning in 1991-92 it was decided to report on the percentage of Tier A funds that were expended by the System and by the colleges. The data provide some measure of the college's efforts in providing faculty and staff with staff development activities.

Implications

The data indicate that colleges are making use of Tier A money. It is still not possible, however, to determine the impact of the Tier A sponsored activities. It is also not possible to determine from available data the amount of additional funds expended by colleges on staff development activities. Efforts to define a meaningful staff development participation measure should continue.

Data

PERCENTAGE OF TIER A FUNDS EXPENDED FOR FULL- AND PART-TIME FACULTY AND STAFF

YEAR	% OF FUNDS EXPENDED
1991-92	94.58
1992-93	93.88
1993-94	94.88
1994-95	98.00
1995-96	97.00

Source: ***Professional Competencies Program Final Report, Academic & Student Services, NC Community College System Office.***

Recommendation

Efforts to develop an appropriate measure of participation in staff development activities should continue. Such a measure should include staff development activities for all staff, not faculty only, and should provide evidence of the extent of involvement, such as hours or days devoted to developmental activities.

PERCENTAGE OF TIER A FUNDS EXPENDED
FOR FULL- AND PART-TIME FACULTY AND STAFF, 1995-96

INSTITUTION	FTE	PERCENT OF FUNDS SPENT			
		1992-93	1993-94	1994-95	1995-96
<1,000					
Pamlico CC	216	98	93	91	100
Tri-County CC	636	100	100	82	100
Montgomery CC	667	91	97	100	100
Bladen CC	697	93	99	100	100
Roanoke-Chowan CC	839	100	93	100	97
Martin CC	844	94	92	100	100
Mayland CC	860	100	100	100	100
McDowell TCC	875	100	100	100	100
Brunswick CC	945	91	53	96	100
1,000-1,999					
James Sprunt CC	1,030	95	100	92	93
Piedmont CC	1,072	94	99	97	100
Anson CC	1,102	74	80	100	100
Sampson CC	1,167	89	100	100	100
Carteret CC	1,252	100	100	100	98
Haywood CC	1,272	71	100	97	52
Mitchell CC	1,328	100	99	100	100
Isothermal CC	1,387	95	96	100	100
Beaufort County CC	1,453	99	84	95	100
Halifax CC	1,458	73	78	96	99
Richmond CC	1,458	67	75	98	92
Cleveland CC	1,464	100	100	94	100
Blue Ridge CC	1,466	100	100	98	99
College of the Albemarle	1,479	100	100	100	100
Stanly CC	1,492	99	100	99	100
Nash CC	1,502	99	98	100	99
Southwestern CC	1,516	99	100	100	100
Wilson CC	1,533	100	100	100	100
Randolph CC	1,535	100	100	100	94
Edgecombe CC	1,617	80	71	97	100
Rockingham CC	1,664	93	98	100	93
Southeastern CC	1,702	86	100	95	99
Wilkes CC	1,779	99	100	100	100
Robeson CC	1,887	100	98	100	100
Craven CC	1,972	99	94	95	100
2,000-2,999					
Lenoir CC	2,101	100	99	100	100
Western Piedmont CC	2,151	95	100	100	100
Davidson County CC	2,183	98	100	100	100
Surry CC	2,256	59	100	100	90
Caldwell CC & TI	2,328	100	97	100	100
Vance-Granville CC	2,404	100	100	99	100
Alamance CC	2,460	89	100	91	98
Sandhills CC	2,531	100	99	100	100
Wayne CC	2,582	100	98	97	100
Rowan-Cabarrus CC	2,688	94	92	98	100
Johnston CC	2,692	88	94	92	100
Catawba Valley CC	2,795	98	90	100	88
Durham TCC	2,945	100	100	100	100
3,000-4,999					
Cape Fear CC	3,105	99	100	100	100
Asheville-Buncombe TCC	3,123	100	100	100	100
Coastal Carolina CC	3,197	93	100	100	100
Gaston College	3,207	100	96	100	95
Central Carolina CC	3,241	92	92	100	100
Pitt CC	3,505	91	80	99	100
Forsyth TCC	3,967	100	100	100	100
>4,999					
Guilford TCC	5,207	94	88	100	99
Wake TCC	5,908	100	100	100	99
Fayetteville TCC	7,986	77	82	87	89
Central Piedmont CC	9,203	100	100	100	93
System Totals	**126,931**	**94**	**95**	**98**	**97**

RESOURCES MEASURE D: Currentness of Equipment

Background

If colleges are to prepare students for the increasingly complex technological demands of the workplace, equipment that is appropriate to the skills students need to develop must be made available. It is not possible to adequately prepare workers for 21st century jobs using 20th century technology. A key component of fostering a "culture of quality" at community college institutions is the availability of equipment that is appropriate to the skills being taught.

Manufacturing today is very different from a decade ago, involving more automated processes that are computer driven. Today's worker must be skilled in this new technology if the needs of business and industry are to be met.

To assess the availability of appropriate equipment in the Community College System, data were examined on the age of equipment in use in the System. The assumption underlying this analysis is that the development of skills needed in today's workplace requires experience with and knowledge of equipment that is current and up to date.

Implications

Data for 1995-96 were not available at the time of publishing this document. The most current data show that 85 percent of all equipment currently in use in the System is more than five years old, and 53 percent of that equipment is more than ten years old. It can be seen further from the data that equipment is aging at a faster rate than new equipment is being purchased. This information, coupled with the fact that 95 percent of the equipment has a depreciating life of five to seven years, suggests that an unacceptably high proportion of the equipment being used for training in the system is either obsolete or on the verge of obsolescence.

Data

PERCENT OF EQUIPMENT IN EACH AGE CATEGORY

YEAR	0-5 YEARS	6-10 YEARS	> 10 YEARS
1990-91	31	34	35
1991-92	25	37	38
1992-93	24	35	41
1993-94	20	33	47
1994-95	15	32	53

Source: ***Equipment Database, Facility and Property Services, NC Community College System Office.***

Recommendation

The five-year trend in the aging of equipment in the Community College System should serve as a "red flag." Over a five-year period, the percentage of equipment that was more than five years old increased from 66 percent to 80 percent. With the technological advances over the past five years, such an increase in aging equipment should be cause for concern on the part of the Community College System. Further studies need to be conducted to determine the impact that aging equipment has on the ability of community colleges to appropriately train students for the workplace.

This measure should continue to be developed and refined. Future development should focus not just on the age of the equipment, but on the match between the equipment being used in training and the skills needed by workers in the various occupations.

RESOURCES MEASURE E: Percent of Libraries Meeting American Library Association Standards

Background

Like current equipment, up-to-date libraries or learning resource centers are a key measure of the health of educational institutions. They provide the resources needed by students of all levels in the pursuit of education to support their classroom efforts.

The American Library Association (ALA) has adopted standards for libraries or learning resource centers at community, junior and technical colleges. Based on an institution's full-time equivalent (FTE) enrollment, the standards establish "minimum" and "excellent" levels for various areas of the libraries or learning resource centers (e.g., staff, collections, budget). In effect, ALA has established a "yardstick" by which an institution, or a system, can measure the adequacy of its library resources.

Using the ALA standards, data on the System libraries were collected and analyzed. The purpose of the analysis was to determine what percentage of the institutions meets the ALA standards at either the "minimum" or "excellent" level. Only those factors in the standards for which data were readily available were included in the analysis. Data related to services are not now available and therefore were not included in this analysis.

Implications

Data on library operating expenditures, serial holdings, book collection size, library staff, and square footage of facilities were collected on each college. This information was compared with the "minimum" and "excellent" levels defined by ALA for each measure. It is important to note that different levels are specified for each measure depending on the size of the college as measured by FTE. In conducting the analysis, colleges were matched with the levels specified for their FTE. Though the standards do not differentiate between FTE and curriculum FTE, such a differentiation was made in this analysis. That is, our colleges were matched with the FTE level for each measure based on their curriculum FTE, not total FTE. The result of this approach is to make the most favorable judgment of our library resources, since in fact our libraries or learning resource centers must also serve the non-curriculum students.

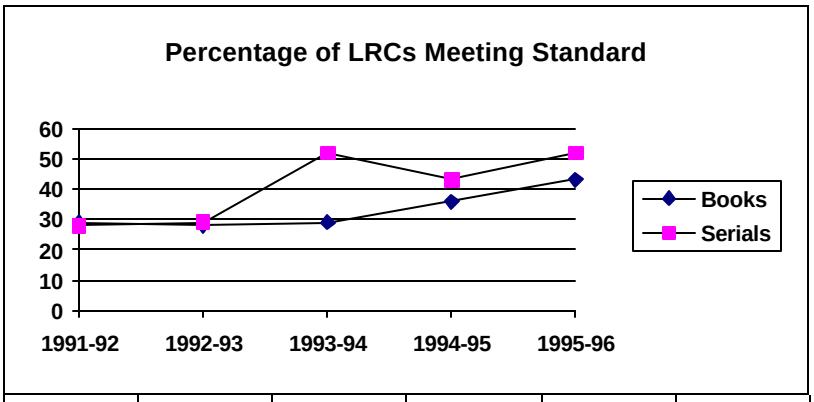
The data indicate that the majority of the System's libraries do not meet the "minimum" levels specified by ALA, though progress has been made. In 1994-95, 19 colleges met the minimum level and two colleges met the excellent level for number of book titles. This increased in 1995-96 to 23 meeting the minimum level and two meeting the excellent level.

Data

LEARNING RESOURCE CENTERS:
COMPLIANCE WITH ACRL STANDARDS

MEASURE	BELOW STANDARD		MINIMUM LEVEL		EXCELLENT LEVEL	
	#	%	#	%	#	%
# of Book Titles	33	57	23	40	2	3
Serial Subscriptions	28	48	29	50	1	2
Expenditure per FTE Minus Salaries	54	93	4	7	0	0
Library Staff	49	84	8	14	1	2
Square Footage	58	100	0	0	0	0

Source: ***Planning and Research, NC Community College System Office.***



	1991-92	1992-93	1993-94	1994-95	1995-96
Books	29	28	29	36	43
Serials	28	29	52	43	52

Recommendation

In 1992-93 the General Assembly doubled the appropriations for libraries at community colleges. This measure should be monitored carefully in the future to determine improvements in the number of colleges that do meet the ALA standards.

This measure should continue to be refined. Data on the number of services provided by each college's library or learning resource center should be collected. The appropriateness of the facilities measure (square footage of library) should be closely examined to determine its usefulness in assessing the quality of the System's libraries.

RESOURCES MEASURE F: System Funding/FTE

Background

System funding/FTE can be thought of as the basis for all other resources available at a community college. It is the funding that makes possible adequate salaries for faculty, the purchase of equipment, the enhancement of libraries, and the means by which to offer staff development activities. Quite naturally, a high level of funding does not ensure that the appropriate resources will be available at colleges; the funds must be managed properly for this to occur. However, without an appropriate level of funding, other resources cannot be secured.

This measure was developed to indicate the trend in System funding/FTE over the past five years and to compare this trend with national data. As available information was analyzed, however, it was found that the data were not available in a form that made comparisons possible. For the System, the most reliable data found were on average cost per FTE. This data provides a measure of expended allocations for the year as a function of FTE.

On the national level, a consistent, comparative statistic was not available. The National Association of College and University Business Officers (NACUBO) does publish information on state appropriations per credit FTE student, but this information is based on a sample of community colleges rather than on the System. In addition, NACUBO reports a State Median statistic and a Mean of Medians statistic on the data. At this point, it is unclear as to the usefulness and generalizability of these data. Because of the uncertain nature of the national data, only state data are being reported.

Implications

This measure has been refined by giving the average cost per FTE for Curriculum, Basic Skills and Extension separately. This breakout gives better definition to this measure. The average cost/FTE increased significantly in 1993-94. Part of this increase was a result of the state moving the June pay date for state employees and community college instructors from July 1 back to June 30, thus correcting the action that had been taken in 1991-92. This resulted in a 13-month pay period for most state workers in 1993-94. Since 1993-94 there has been a moderate but steady increase across all three areas -- similar to the growth rate prior to 1991-92.

Data

AVERAGE COST PER FTE FOR THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

YEAR	AVERAGE COST/FTE		
	Curriculum	Adult Basic Ed.	Extension
1992-93	$2,369	$2,606	$1,653
1993-94	$2,812	$3,212	$1,953
1994-95	$2,880	$3,308	$1,964
1995-96	$2,990	$3,326	$2,090

Source: ***Annual Financial Report, Auditing and Accounting, NC Community College System Office.***

Recommendation

A measure of System funding/FTE should be developed. Comparative data on SREB states and on the national level should be sought.

CRITICAL SUCCESS FACTOR III: ACCESS

At the core of the Community College System's mission is its open door policy. Community colleges in the words of founding father Dallas Herring "take people from where they are to where they want to be." The special mission of community colleges is to serve those who did not have opportunities to learn or who missed out on those opportunities, and to serve people who have special problems to overcome. Thus, there is an emphasis on reaching out to the underserved: dropouts, handicapped, economically or educationally disadvantaged and other groups who are not traditionally included in higher education.

There are many issues facing community colleges today, but perhaps none strike at the core of our mission as hard as does the reality of limited resources in this time of economic uncertainty. How long can the "open door" remain open when personnel, services, and facilities are strained to their limits? As the demands on community colleges continue to rise without a corresponding increase in resources, the "open door" that is the path to opportunity for so many closes just a bit more.

The state needs to raise the productivity of its citizens, and these are times in which people have a harder time being self-sufficient and raising families unless they have an education. Providing access to education, a constitutional duty of the state in North Carolina, is increasingly important to individuals and to society. A successful community college system will reach out to underserved groups.

The measures selected to indicate how well the Community College System is performing this role are:

A. Enrollment of High School Dropouts; Handicapped; Disadvantaged; Single Parents; Nontraditional High School Diploma Earners; Inmates

B. Number Served by Type Through Basic Skills Programs and Percent of Target Population Served

C. Number and Percent of Dropouts Annually Who are Served by Basic Skills Programs

D. Percent of Students Receiving Financial Aid and Amount of Aid Compared With Cost of Attendance

E. Percent of Population in Service Area Enrolled

ACCESS MEASURE A: Enrollment of High School Dropouts; Handicapped; Disadvantaged; Single Parents; Nontraditional High School Diploma Earners; Inmates

Background

The degree to which education is being delivered to the groups that need additional opportunities is a direct way to measure access. A simple accounting of the numbers of students with particular characteristics and/or needs is one such indicator.

Colleges have been required to report in these categories for programs supported by the Vocational Education Act and enrollees in basic skills programs only. Data for these programs are collected because of the federal funding of those programs. The data shown here apply only to the basic skills programs and programs funded by the federal Vocational Education Act. They do not include all community college students and, therefore, are not generalizable. Definitions of the categories are given with the data.

It should be noted that before 1989**B**90, students could not be enrolled in basic skills programs if they already possessed a high school diploma. Therefore, the total enrollment of these programs could be considered to be high school dropouts. Since the policy change in 1989**B**90, enrollment numbers of dropouts in basic skills were not consistently available. In 1991**B**92, the appropriate data elements were added to the Extension Registration file to identify whether or not a student was a high school dropout. This information, along with information generated from the Literacy Education Information System, allows for the reporting of dropouts enrolled in basic skills.

It should also be noted that it is not legal to require students to supply information that would categorize them (as handicapped or economically disadvantaged, etc.) though they may be requested to supply such information. Changes in the magnitude of the data from year to year might reflect the willingness or unwillingness of students to supply the information requested.

Implications

Community colleges are serving target groups in basic skills and vocational programs funded with federal dollars. However, because the data are reported only on those students who are directly benefiting from the federal funds, the data are not inclusive and therefore have uncertain value as an indicator for all community college enrollments. As it is with most student data, these data are self-reported and are subject to the willingness of student to identify themselves with a particular group, especially foreconomically disadvantaged and handicapped. Measure B provides more concrete evidence of the basic skills programs' service to the target groups.

The reason for the large fluctuations from 1991 to 1993 in the number of handicapped students is unknown. This may reflect data collection efforts at the colleges or the willingness of students to report this information. However, the data has been fairly consistent for the past three years.

All the categories listed in the following table for the year 1995-96, except for "mentally retarded adults," are reduced by the absence of data from Central Piedmont CC and College of the Albemarle.

Data

SYSTEM LEVEL ENROLLMENTS IN THE LITERACY PROGRAM

HIGH SCHOOL DROPOUTS	1989B92	(data not available)
	1992B93	115,127
	1993B94	104,125
	1994B95	(data not available)
	1995B96	107,386
HANDICAPPED	1991B92	19,149
	1992B93	12,232
	1993B94	14,649
	1994B95	15,358
	1995B96	14,217
MENTALLY RETARDED ADULTS	1991B92	9,336
	1992B93	6,394
	1993B94	7,172
	1994B95	6,970
	1995B96	6,687
PUBLIC ASSISTANCE RECIPIENTS	1991B92	11,324
	1992B93	11,759
	1993B94	11,889
	1994B95	12,841
	1995B96	11,083
HOMELESS	1991B92	2,250
	1992B93	2,982
	1993B94	2,326
	1994B95	2,227
	1995B96	1,846
INMATES	1991B92	11,426
	1992B93	12,585
	1993B94	12,763
	1994B95	10,670
	1995B96	10,866

Definitions

*HIGH SCHOOL DROPOUT***C** A student who leaves a school for any reason except death, before graduation or completion of a program of study, and without transferring to another school.

*HANDICAPPED***C** Persons who are sixteen years of age and older with any type of physical or mental impairment that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working. This definition includes adults who are alcohol and drug abusers, mentally retarded, hearing-impaired, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impairments, and adults with specific learning disabilities.

*MENTALLY RETARDED ADULTS***C** Adults with documented mental retardation who may benefit from the program. These adults may not have attended public school, attended on a limited basis, or who simply need additional educational opportunities after leaving public school.

*PUBLIC ASSISTANCE RECIPIENTS***C** Adults who receive financial assistance from Federal, State, and/or local programs, such as Aid For Dependent Children, old-age assistance, general assistance, and aid to the blind or totally disabled. Social Security recipients should not be included in this category unless they are receiving old-age assistance.

*INMATES***C** Adults who are inmates in any prison, jail reformatory, work farm, detention center, or halfway house, community-based rehabilitation center, or any other similar Federal, State or local institution designed for the confinement or rehabilitation of criminal offenders.

Source: LEIS data, Planning & Research, NC Community College System Office.

SYSTEM LEVEL ENROLLMENTS IN THE VOCATIONAL EDUCATION PROGRAMC STUDENTS ASSISTED WITH CARL PERKINS FUNDS

DISABLED	1991B92	4,236
	1992B93	4,306
	1993B94	4,208
	1994B95	4,407
	1995B96	4,626
DISADVANTAGED	1991B92	32,745
	1992B93	39,710
	1993B94	47,436
	1994B95	51,454
	1995B96	50,514
LIMITED ENGLISH PROFICIENCY	1991B92	1,683
	1992B93	1,821
	1993B94	1,841
	1994B95	1,914
	1995B96	1,769
CORRECTIONS	1991B92	2,714
	1992B93	3,681
	1993B94	3,970
	1994B95	1,047
	1995B96	3,464

Definitions

*DISABLED*CWhen applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

*DISADVANTAGED*CMeans individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school.

*LIMITED ENGLISH PROFICIENCY***C**When used with reference to individuals, means individuals**C**(1) Who were not born in the United States or whose native language is a language other than English; (1.b) Who came from environments where a language other than English is dominant; or (1.c) Who are American Indian and Alaskan Native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and (2) Who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

*CORRECTIONS (CRIMINAL OFFENDER)***C**Means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender.

Source: ***Annual Performance Report for the Vocational Education State Administered Program, NC Community College System Office.***

Recommendation

After collecting several years of fairly consistent data, efforts should be make to conduct more indepth analysis of these data to understand how well they measure the ability of the colleges to address the needs of the underserved. Where possible, data on the numbers of people in the target groups within the relevant population should also be shown. It may be possible to get new census data by zip code so that service areas can be analyzed. If funded, the Student Progress Monitoring System could help track the transition of students into curriculum programs. Qualitative studies (i.e., focus groups) could give a good picture of how target groups are received on campus and what factors support their success.

ACCESS MEASURE B: Number Served by Type Through Basic Skills Programs and Percent of Target Population Served

Background

The underserved are especially likely to need basic skills programs. This measure is intended to show to what extent the various types of basic skills programs are providing services to the undereducated citizens who need them.

Enrollment in basic skills programs is compared to the number in the target group, defined as the 1,416,966 adult North Carolinians, aged 16 or over, who have completed less than 12 grades of schooling (for those individuals 16 to 19 there is the additional requirement that they are not enrolled in school.) This definition of the target group is an underestimate of those who need basic skills programs since it does not include people who have spent years in school but whose skills do not measure up to the grade level they completed.

There exist several different reports that present basic skills data on the System. Each report is developed according to specific guidelines and therefore may report the data differently. For example, data presented in the Annual Statistical Report now give only totals for Basic Skills with no "by program" breakout. Also, the data are unduplicated using quarterly information submitted by the colleges.

The System data have been revised and are now taken from the Literacy Education Information System. The data are now unduplicated across basic skills categories matching the data on individual institutions that are also unduplicated and represent the **first** program in which a student was enrolled during 1995**B**96. Colleges have both reporting system, data card and LEIS, so they should be able to match the data presented in this report with their data. The total enrollment in basic skills for 1995**B**96 should be the same as the total unduplicated headcount in basic skills kept by the college on LEIS.

Implications

The basic skills data for 1995**B**96 show a significant increase. Following the declines in 1993**B**94 and 1994**B**95, enrollment in basic skills programs seems to be recovering Extension programs showed an overall increase while curriculum programs declined.

The data illustrate the important role that the community colleges play in serving the nontraditional student. By providing basic skills programs to such a large number of people, the community colleges are preparing more individuals with the basic skills necessary to enter the labor market or to pursue further education.

Data

ADULT LITERACY PROGRAM ENROLLMENTS BY TYPE
(Unduplicated Across Type)

YEAR	ABE	AHSP	GED	CED	ESL	TOTAL	% TARGET POP.
1991B92	60,188	19,262	24,637	7,838	13,757	125,682	7.2
1992B93	60,801	18,186	26,393	7,645	13,666	126,691	9.2
1993B94	61,249	16,678	22,799	7,168	14,310	122,204	8.6
1994B95	58,634	15,621	21,632	6,950	15,025	117,862	8.3
1995B96	60,443	14,011	22,843	6,687	20,215	124,199	8.8

Source: ***Literacy Education Information System (LEIS), Planning and Research, NC Community College System Office.***

Definitions

*ADULT BASIC EDUCATION (ABE)***C**A program of basic skills for adults, 16 years of age or older and out of school, who function at less than a high school level.

*ADULT HIGH SCHOOL PROGRAM (AHSP)***C**A program of instruction offered cooperatively with local public school systems to help students earn an Adult High School Diploma.

*GENERAL EDUCATIONAL DEVELOPMENT (GED)***C**A program of instruction designed to prepare adult students to pass the GED tests that lead to a high school diploma equivalency

*COMPENSATORY EDUCATION (CED)***C**A program of instruction for adults who have mental retardation, the purpose of which is to provide basic and life skills necessary to attain a level of independence commensurate with their ability.

*ENGLISH AS A SECOND LANGUAGE (ESL)***C**A program of instruction to help adults with limited or no English language proficiency.

Recommendation

Data on enrollments in basic skills programs should continue to be monitored. The data should be further analyzed to determine the characteristics of the students being served by basic skills to estimate the impact of these programs on the workforce.

ADULT BASIC SKILLS PROGRAM ENROLLMENTS BY TYPE, 1995-96

INSTITUTION	FTE	1990 TARGET POP.	LEIS UNDUPLICATED HEADCOUNT ABE	AHS	CED	ESL	GED	TOTAL	% OF POP. SERVED
<1,000									
Pamlico CC	216	2,861	73	*	56	10	87	226	7.90%
Tri-County CC	636	10,165	275	*	58	27	45	405	3.98%
Montgomery CC	667	7,445	278	*	25	105	101	509	6.84%
Bladen CC	697	8,654	269	67	41	149	139	665	7.68%
Roanoke-Chowan CC	839	12,873	643	*	42	1	47	733	5.69%
Martin CC	844	12,346	694	62	55	89	70	970	7.86%
Mayland CC	860	13,255	586	*	91	195	191	1,063	8.02%
McDowell TCC	875	10,818	474	9	142	162	227	1,014	9.37%
Brunswick CC	945	11,582	315	*	101	23	274	713	6.16%
1,000 - 1,999									
James Sprunt CC	1,030	12,239	681	98	70	446	76	1,371	11.20%
Piedmont CC	1,072	15,027	1,108	68	74	52	141	1,443	9.60%
Anson CC	1,102	15,732	791	163	29	159	230	1,372	8.72%
Sampson CC	1,167	12,725	498	59	134	126	103	920	7.23%
Carteret CC	1,252	9,618	214	155	108	118	331	926	9.63%
Haywood CC	1,272	11,463	461	*	92	61	256	870	7.59%
Mitchell CC	1,328	23,014	1,283	9	93	259	292	1,936	8.41%
Isothermal CC	1,387	20,498	1,263	424	179	81	185	2,132	10.40%
Beaufort County CC	1,453	14,670	515	*	137	328	213	1,193	8.13%
Halifax CC	1,458	23,882	1,107	*	41	32	196	1,376	5.76%
Richmond CC	1,458	21,587	2,379	205	94	59	422	3,159	14.63%
Cleveland CC	1,464	22,089	530	764	63	49	37	1,443	6.53%
Blue Ridge CC	1,466	18,350	462	82	169	241	623	1,577	8.59%
College of the Albemarle	1,479	23,648	776	251	94	55	634	1,810	7.65%
Stanly CC	1,492	23,135	660	525	69	201	256	1,711	7.40%
Nash CC	1,502	19,155	1,162	239	44	201	297	1,943	10.14%
Southwestern CC	1,516	15,080	884	21	61	16	162	1,144	7.59%
Wilson TCC	1,533	17,230	972	107	63	272	338	1,752	10.17%
Randolph CC	1,535	29,749	758	302	97	488	83	1,728	5.81%
Edgecombe CC	1,617	16,212	767	158	66	120	1,102	2,213	13.65%
Rockingham CC	1,664	25,574	1,699	4	37	25	533	2,298	8.99%
Southeastern CC	1,702	13,992	1,042	284	86	17	225	1,654	11.82%
Wilkes CC	1,779	30,935	692	294	143	368	153	1,650	5.33%
Robeson CC	1,887	29,797	1,455	403	60	1	63	1,982	6.65%
Craven CC	1,972	13,372	334	312	78	145	531	1,400	10.47%
2,000 - 2,999									
Lenoir CC	2,101	22,346	1,547	226	110	144	505	2,532	11.33%
Western Piedmont CC	2,151	22,709	1,299	192	257	228	1,161	3,137	13.81%
Davidson County CC	2,183	39,621	841	611	78	280	340	2,150	5.43%
Surry CC	2,256	28,521	861	*	167	245	507	1,780	6.24%
Caldwell CC & TI	2,328	28,772	1,282	219	123	189	730	2,543	8.84%
Vance-Granville CC	2,404	35,236	1,484	39	152	118	876	2,669	7.57%
Alamance CC	2,460	25,269	919	400	207	682	779	2,987	11.82%
Sandhills CC	2,531	18,119	1,163	*	81	349	451	2,044	11.28%
Wayne CC	2,582	20,911	1,002	649	141	388	390	2,570	12.29%
Rowan Cabarrus CC	2,688	50,922	1,650	374	188	409	175	2,796	5.49%
Johnston CC	2,692	20,801	466	528	109	466	160	1,729	8.31%
Catawba Valley CC	2,795	37,155	1,112	*	107	964	616	2,799	7.53%
Durham TCC	2,945	37,648	726	440	205	1,290	365	3,026	8.04%
3,000 - 4,999									
Cape Fear CC	3,105	26,376	739	523	118	458	232	2,070	7.85%
Asheville-Buncombe TCC	3,123	38,873	1,545	5	143	226	928	2,847	7.32%
Coastal Carolina CC	3,197	15,045	1,356	189	45	250	861	2,701	17.95%
Gaston College	3,207	63,143	2,382	547	57	18	379	3,383	5.36%
Central Carolina CC	3,241	33,532	1,436	561	214	1,288	715	4,214	12.57%
Pitt CC	3,505	19,804	1,212	8	61	136	406	1,823	9.21%
Forsyth TCC	3,967	53,218	2,176	431	225	933	59	3,824	7.19%
>4,999									
Guilford TCC	5,207	60,326	1,460	509	244	990	512	3,715	6.16%
Wake TCC	5,908	45,581	2,116	389	237	2,125	1,790	6,657	14.60%
Fayetteville TCC	7,986	34,431	2,789	447	255	979	207	4,677	13.58%
Central Piedmont CC	9,203	69,835	2,780	1,659	371	2,379	1,036	8,225	11.78%
System Totals	**126,931**	**1,416,966**	**60,443**	**14,011**	**6,687**	**20,215**	**22,843**	**124,199**	**8.77%**

*Does not offer AHSD program.

ACCESS MEASURE C: Number and Percent of Dropouts Annually Who are Served by Basic Skills Programs

Background

New and emerging technologies in the workplace have reshaped the concept of basic skills. Basic skills are no longer limited to fundamental reading, writing, and computational skills. Today's workers need to possess communication skills, problem solving skills, and critical thinking skills. It is estimated that the educational demands of today's jobs will require a minimum of 13 years of education.

Whereas twenty years ago high school dropouts could find employment in many areas of industry, the changing technology of today's workplace has eliminated many of these low-skilled occupations. High school dropouts are finding that all but the most menial of jobs are beyond their reach. As technology increases, the jobs available for high school dropouts decreases. As more dropouts find themselves closed out of the job market, more will become dependent on public assistance or will become involved in crime.

The community colleges serve as a safety net for many students. Today's high school dropout has the opportunity to pursue education and job training by enrolling in a community college. By providing an "open door," the community colleges are giving students who have not been successful in the traditional education track a second chance.

Prior to 1991**B**92 data were not available at the System level to determine the success of the colleges in enrolling recent high school dropouts. Data existed that documented the number of high school dropouts that were being served, but the data did not allow a determination of when students dropped out of high school. In 1991**B**92, however, changes were made in the Curriculum Registration and Extension Registration data files to include the last year of high school attended.

Implication

Though the data indicate that the colleges are enrolling a significant number of recent high school dropouts, it is not currently possible to determine the percentage of high school dropouts being served. Complete data are not available on the number of high school students who left high school without completing. The number of students who dropped out is available; however, the number of students who transferred to a community college is not. In addition, the timeframes used to generate the system report and the report from the Department of Public Instruction are not the same causing the reports to be incompatibly.

The data for 1995B96 demonstrate the important "second chance" role that community colleges play for many youths in North Carolina. By providing students who have been unsuccessful, for whatever reasons, in traditional secondary schools with another opportunity to gain the skills they need to enter the workforce or pursue additional education, North Carolina's community colleges are helping ensure the economic viability of the state.

Data

NUMBER OF HIGH SCHOOL DROPOUTS WHO ENROLLED IN A LITERACY PROGRAM

YEAR DROPPED OUT OF HIGH SCHOOL	YEAR ENROLLED IN A COMMUNITY COLLEGE	NUMBER ENROLLED
1/1/91C6/30/92	1991B92	6,306
1/1/92C6/30/93	1992B93	11,418
1/1/93C6/30/94	1993B94	12,502
1/1/94C6/30/95	1994B95	(data not available)
1/1/95C6/30/96	1995B96	11,766

Source: ***Statistical Service Section, Information Services, NC Community College System Office.***

Recommendation

The data present a limited measure of the success of the community colleges in serving as a safety net for recent high school dropouts. This measure should be further refined. In particular, data need to be collected on the number of students who left high school without completing, whether by dropping out or transferring to a community college, for each year. Furthermore, the timeframe for the System report should be modified to match Department of Public Instruction's report dates. This data will enable the calculation of the percentage of high school dropouts served by basic skills programs. In addition, data need to be collected on this measure for several years to determine any improvements in the number of high school dropouts being served.

NUMBER OF HIGH SCHOOL DROPOUTS DURING 1/1/1995–6/30/96 WHO ENROLLED IN A LITERACY PROGRAM AT A COMMUNITY COLLEGE DURING 1995–96

INSTITUTION	FTE	# ENROLLED
<1,000		
Pamlico CC	216	28
Tri-County CC	636	52
Montgomery CC	667	45
Bladen CC	697	24
Roanoke-Chowan CC	839	77
Martin CC	844	82
Mayland CC	860	144
McDowell TCC	875	59
Brunswick CC	945	85
1,000–1,999		
James Sprunt CC	1,030	121
Piedmont CC	1,072	107
Anson CC	1,102	132
Sampson CC	1,167	78
Carteret CC	1,252	109
Haywood CC	1,272	98
Mitchell CC	1,328	171
Isothermal CC	1,387	263
Beaufort County CC	1,453	130
Halifax CC	1,458	196
Richmond CC	1,458	364
Cleveland CC	1,464	241
Blue Ridge CC	1,466	206
College of the Albemarle	1,479	473
Stanly CC	1,492	274
Nash CC	1,502	99
Southwestern CC	1,516	247
Wilson CC	1,533	191
Randolph CC	1,535	170
Edgecombe CC	1,617	179
Rockingham CC	1,664	89
Southeastern CC	1,702	157
Wilkes CC	1,779	166
Robeson CC	1,887	157
Craven CC	1,972	198
2,000–2,999		
Lenoir CC	2,101	298
Western Piedmont CC	2,151	268
Davidson County CC	2,183	195
Surry CC	2,256	153
Caldwell CC & TI	2,328	176
Vance-Granville CC	2,404	506
Alamance CC	2,460	236
Sandhills CC	2,531	111
Wayne CC	2,582	270
Rowan-Cabarrus CC	2,688	220
Johnston CC	2,692	151
Catawba Valley CC	2,795	186
Durham TCC	2,945	153
3,000–4,999		
Cape Fear CC	3,105	283
Asheville-Buncombe TCC	3,123	298
Coastal Carolina CC	3,197	262
Gaston College	3,207	336
Central Carolina CC	3,241	465
Pitt CC	3,505	264
Forsyth TCC	3,967	229
>4,999		
Guilford TCC	5,207	408
Wake TCC	5,908	33
Fayetteville TCC	7,986	385
Central Piedmont CC	9,203	668
System Totals	**126,931**	**11,766**

Note: Summer data and most colleges' fall data were not available.

ACCESS MEASURE D: Percent of Students Receiving Financial Aid and Amount of Aid Compared with Cost of Attendance

Background

Financial need is a major barrier to participation in higher education. A student not only has to pay the cost of tuition, fees, books, transportation and perhaps child care, but also has to give up time that could be spent working to earn money. Without help, many students, particularly those with family responsibilities, cannot stay in school. The intent of this measure is to show how far financial aid goes in helping to overcome this barrier for the most needy people in the state.

In calculating the percentage of students receiving financial aid, only curriculum students were examined since continuing education students and basic skills students are not eligible for the types of financial aid for which data are available. Further, special credit students, co-op students, and dual enrollment students were omitted from the analysis since they also are not eligible for the types of financial aid for which data are available.

Implications

The data show that the numbers of students receiving some aid decreased during 1995B96. This is consistent with the decline of curriculum students overall. It should be noted that although the number of students receiving aid decreased the average dollar value of their aid package increased. State and private sector scholarship funds remain a priority of the State Board of Community Colleges and have been increased. The data do not show the percentage of students in need who received aid nor whether the amount of aid was adequate.

Data

PERCENT OF NORTH CAROLINA COMMUNITY COLLEGE STUDENTS RECEIVING FINANCIAL AID *

YEAR	NUMBER OF CURRICULUM STUDENTS RECEIVING FINANCIAL AID	PERCENT OF CURRICULUM STUDENTS RECEIVING FINANCIAL AID	AVERAGE DOLLAR VALUE
1991-92	59,224	36.9	834.00
1992-93	67,347	40.2	849.00
1993-94	66,222	39.5	985.37
1994-95	74,038	43.5	984.55
1995-96	72,616	42.6	1,009.51

*Financial aid includes college work study, Pell grants, loans, scholarships, grants, awards, nursing awards and loans provided.

Source: ***Statistical Abstract of Higher Education in North Carolina, UNC General Administration.***

Recommendation

Additional refinements in this measure should include a comparison of the percent of students receiving aid to the percent of students who are economically disadvantaged, a differentiation between loans and grants, and the development of a way to say something about the amount of aid students are receiving compared to the cost of attendance. A study should be undertaken to determine the impact of tuition increases on traditionally underserved students.

As the System prepares to convert to the semester system in fall 1997, the impact of converting to a "two-time" tuition payment from a "three-time" tuition payment should be carefully studied as it relates to enrollment and the need for financial aid.

ACCESS MEASURE E: Percent of Population in Service Area Enrolled

Background

The open door policy of the Community College System was established to ensure educational opportunities for all adults in North Carolina. The wide range of educational programs offered and the geographic distribution of the colleges across the state should provide for maximum accessibility by the adult population. Currently, every North Carolinian is within 30 miles of a community college, center or campus.

One measure of the extent to which the System is addressing the educational needs of the state is the percentage of the population in the service area enrolled. This measure reflects the accessibility of the programs, and to some degree the appropriateness of the programs. This measure does not, however, provide information on specific target groups being served. At any given college, other limitations may come into play. For example, colleges that have not been able to build new facilities or arrange suitable sharing or lease agreements cannot start classes for which there may be a strong community demand. Indeed, many colleges report that they are utilizing all available space on their campus and are still not able to meet student demands for classes.

Implications

Enrollment data for each college (a total of both curriculum and extension headcount) were compared with the adult population of the service area. The percentages served by each college were then averaged to produce a result that can be thought of as the percentage of the adult population of the service area enrolled in the typical community college. Since the Community College System traditionally enrolls adults, only the population of the service area 18 years old or older was included in the analysis.

The percentage of the adult population in the service area served by the Community College System decreased slightly in 1995B96 and remained lower than in years prior to 1993B94. A one-year decline in enrollment should not be considered alarming, but should indicate a need to watch enrollment trends over the next several years.

Data

PERCENT OF ADULT POPULATION IN SERVICE AREA ENROLLED PER COLLEGE (STATE AVERAGE)

YEAR	% OF SERVICE AREA POPULATION ENROLLED (SYSTEM AVE. PER COLLEGE)
1991B92	15.8
1992B93	15.8
1993B94	13.9
1994B95	14.1
1995B96	14.0

Source: Information Services, NC Community College System Office.

Recommendation

Efforts should be made to determine the extent to which the economy, reversions, budget reductions and tuition increases have affected enrollment by various target groups. With the upcoming conversion to the semester system, enrollments should be carefully monitored by "subgroups" to determine any negative effect that conversion may have on enrollments.

PERCENT OF ADULT POPULATION IN SERVICE AREA ENROLLED, 1995–96

INSTITUTION	FTE	% OF POP
<1,000		
Pamlico CC	216	17.90
Tri-County CC	636	13.56
Montgomery CC	667	19.06
Bladen CC	697	19.04
Roanoke-Chowan CC	839	8.45
Martin CC	844	13.64
Mayland CC	860	15.67
McDowell TCC	875	19.38
Brunswick CC	945	14.61
1,000-1,999		
James Sprunt CC	1,030	17.92
Piedmont CC	1,072	16.05
Anson CC	1,102	7.75
Sampson CC	1,167	15.58
Carteret CC	1,252	15.02
Haywood CC	1,272	13.94
Mitchell CC	1,328	11.81
Isothermal CC	1,387	17.77
Beaufort County CC	1,453	18.33
Halifax CC	1,458	11.50
Richmond CC	1,458	15.00
Cleveland CC	1,464	13.57
Blue Ridge CC	1,466	12.85
College of the Albemarle	1,479	9.81
Stanly CC	1,492	8.90
Nash CC	1,502	16.34
Southwestern CC	1,516	14.33
Wilson CC	1,533	20.28
Randolph CC	1,535	12.45
Edgecombe CC	1,617	21.18
Rockingham CC	1,664	16.72
Southeastern CC	1,702	22.32
Wilkes CC	1,779	15.85
Robeson CC	1,887	14.92
Craven CC	1,972	20.23
2,000-2,999		
Lenoir CC	2,101	19.52
Western Piedmont CC	2,151	23.34
Davidson County CC	2,183	12.49
Surry CC	2,256	16.30
Caldwell CC & TI	2,328	14.86
Vance-Granville CC	2,404	12.83
Alamance CC	2,460	19.33
Sandhills CC	2,531	19.40
Wayne CC	2,582	15.99
Rowan-Cabarrus CC	2,688	10.04
Johnston CC	2,692	19.69
Catawba Valley CC	2,795	16.76
Durham TCC	2,945	8.23
3,000-4,999		
Cape Fear CC	3,105	15.32
Asheville-Buncombe TCC	3,123	11.38
Coastal Carolina CC	3,197	18.74
Gaston College	3,207	10.89
Central Carolina CC	3,241	14.50
Pitt CC	3,505	18.63
Forsyth TCC	3,967	10.24
>4,999		
Guilford TCC	5,207	11.59
Wake TCC	5,908	11.18
Fayetteville TCC	7,986	20.49
Central Piedmont CC	9,203	13.87
System Totals	**126,931**	**14.02**

CRITICAL SUCCESS FACTOR IV: EDUCATION CONTINUUM

The state's public schools, community colleges and universities are increasingly interdependent. Each part of the continuum has a function that is both vital to the education of North Carolinians and to the efficient and effective functioning of the others. To the extent that the sectors of education work together, each will be improved, and the people will benefit. Effective community college partnerships with the public schools are necessary to accomplish two major objectives:

1. To provide a safety net for youth who drop out of school before they complete a high school education, and
2. To provide post high school education for students interested in technical or vocational studies or the first two years of a baccalaureate program.

Partnerships with the University System and other four-year institutions include working to provide a smooth transition for students who attend community colleges and wish to continue to study at the upper division, as well as to secure well-prepared instructional, administrative and other professional staff.

These linkages are critical for the well-being of students. Student progress is greatly enhanced if the adults who are responsible for preparing them and helping them make the transitions cooperate in their best interests. Community colleges have taken the lead in encouraging cooperative programs with high schools under the Huskins Bill and in "tech-prep" programs. Community colleges are also working to prepare students well for entry into university programs and to secure the cooperation of the University System in making that transition as smooth as possible.

The measures selected to indicate the successes of the partnerships are:

A. Number and Percent of Recent High School Graduates Enrolled in Community College Programs

B. Number of and Enrollment in Cooperative Agreements with High Schools

C. Percent of Tech Prep Students Enrolling in a Community College

D. Number and Percent of Students in the UNC System Who Attended a Community College

EDUCATION CONTINUUM MEASURE A: ***Number and Percent of Recent High School Graduates Enrolled in Community College Programs***

Background

This measure is intended to show how successful community colleges are in attracting recent high school graduates into programs that will provide them with additional skills and enable them to be more productive citizens. In previous years it has not been possible to determine the year students enrolling in the community college graduated from high school. The Curriculum Registration file and the Extension Registration file were both modified in 1991-92 to include a data element for last year of high school attendance.

The data being used this year show the number of students aged 18-20 with 12 years of education (not dropouts) who enrolled in a community college. Clearly this could include graduates from several years and does not even approximate the most recent year's graduates.

The data also show high school graduates in a given year and the number of seniors who said in a survey at the end of their senior year that they intended to go to a community college the following fall.

Implications

The data show that the percentage of high school seniors expressing an intent to attend a community college declined in 1995-96. This may be attributed to the decline in the number of high school graduates in the same year. However, the number of 18-20 year olds enrolled in 1995-96 showed a 1,915 or 6.55% increase.

Data

ENROLLMENT OF RECENT HIGH SCHOOL GRADUATES AND HIGH SCHOOL SENIOR INTENT TO ENROLL IN COMMUNITY COLLEGES

YEAR	COMMUNITY COLLEGE ENROLLMENT AGED 18-20	NUMBER OF H.S. GRADUATES	# AND % OF SENIORS WITH C.C. INTENT	
			#	%
1991-92	28,886	60,911	19,709	32.4
1992-93	28,829	60,210	19,112	31.7
1993-94	29,537	57,495	18,049	31.4
1994-95	29,224	59,272	18,330	30.9
1995-96	31,139	56,770	17,206	30.3

Source: ***Information Services, NC Community College System Office.***
NC Public Schools Statistical Profile, NC Dept. of Public Instruction.

Recommendation

The tracking of students from high school to postsecondary education or the workforce needs to be developed. A project involving the State Occupational Coordinating Committee (SOICC) is currently refining a Common Follow-Up System that will allow education agencies in North Carolina to match their data files with the Employment Security Commission Unemployment Insurance files as well as the data files from other educational and worker training programs in the state. This will allow a determination of the path taken by recent high school graduates in either education or employment.

EDUCATION CONTINUUM MEASURE B: ***Number of and Enrollment in Cooperative Agreements with High Schools***

Background

Agreements between high schools and community colleges enable students to get credit at the community college for work completed during high school instead of repeating it for a college grade. They also enable high school students to take advantage of courses that are not available at their high school. Effective articulation requires coordination of curricula, schedules and other joint initiatives by school and college personnel. These efforts often encounter barriers of historical conflicts, turf protection and simply inadequate time for the necessary work to be undertaken.

There are a number of ways schools and colleges can work together to achieve joint goals, but state-level approval is required if the college sets up classes specifically for the high school students, or if there is credit given. These approved agreements are the subjects of the data.

Implications

The number of agreements has increased over the past five years demonstrating the increased cooperation between the public schools and community colleges. Over eighty percent of the community colleges currently have agreements with one or more public school in their area. More information is needed on the types of agreements and the end result of these agreements for students.

Currently efforts are underway to reexamine the Huskins Bill courses offered by colleges. These data should be observed carefully over the next several years for changes that occur as the result of modifications to the rules governing Huskins Bill courses.

Data

NUMBER OF COOPERATIVE AGREEMENTS WITH HIGH SCHOOLS

YEAR	NUMBER OF COLLEGES	NUMBER OF AGREEMENTS
1991-92	32	60
1992-93	32	46
1993-94	34	70
1994-95	33	69
1995-96	47	105

Source: Academic and Student Services, NC Community College System Office.

Tech Prep

The Tech Prep program is a cooperative venture between the Community College System and the public schools. In this program, students complete a prescribed course of study during high school and then matriculate into the appropriate field at the community college. The number of Tech Prep programs has increased dramatically over the past three years. The data demonstrate the degree to which Tech Prep programs are involving students.

NUMBER OF PUBLIC SCHOOL DISTRICTS RECEIVING TECH PREP GRANT MONEY

YEAR	NUMBER OF PROGRAMS	NUMBER ENROLLED
1991-92	67	13,161
1992-93	69	35,957
1993-94	114	60,238
1994-95	114	80,531
1995-96	117	76,104

NUMBER OF COMMUNITY COLLEGES RECEIVING TECH PREP GRANT MONEY

YEAR	NUMBER OF PROGRAMS	NUMBER ENROLLED
1994-95	33	873
1995-96	34	1,403

Source: Workforce Development Services Section, NC Community College System Office.

Recommendation

The joint use of facilities is a common practice that should be the subject of a study. The barriers to cooperation should be further examined. Data should be collected on the outcomes of Huskins Bill programs and Tech Prep. It is critical that a tracking system be implemented to assess the number of students matriculating from high school Tech Prep programs to community colleges. Outcome measures that demonstrate the effectiveness of Tech Prep programs should be developed and reported annually.

EDUCATION CONTINUUM MEASURE C: ***Percent of Tech Prep Students Enrolling in a Community College***

Background

The Tech Prep programs were established as cooperative programs between North Carolina high schools and community colleges to provide a continuum of learning experiences for students involved in these programs. Through joint planning, the public schools and community colleges participating in the program have developed a sequence of courses beginning in 9th grade and culminating at the community college that will prepare students academically for Associate Degrees in specific fields of study. The programs include academic as well as technical courses.

The concept behind Tech Prep is to provide the traditionally non-college (four-year college) bound student with an alternative that will prepare them for a career path. Students completing the Tech Prep program and entering the community college should be better prepared than students who simply pass through a general education sequence in the public schools. The Tech Prep students should require less remediation and should be able to progress through a community college program at a quicker pace.

As the number of students completing the high school component increases, it becomes important for data to be collected on the number that matriculate to a community college. A Tech Prep task force has developed accountability measures for this program. The following data show the number of community colleges receiving tech prep grant money and the number of students enrolled. The latter being the first of the task force's measures. Other measures will be incorporated into future critical success factors reports.

Recommendation

As data are collected for additional measures, this information should be reported in the critical success factors report for the System and for individual colleges.

EDUCATION CONTINUUM MEASURE D: ***Number and Percent of Students in the UNC System Who Attended a Community College***

Background

The transfer program has been an important part of the community college mission from its beginning, even though the numbers of students involved are relatively small. This measure indicates how many students are transferring and what percentage of the UNC System's students was once community college students.

For some UNC System institutions, transfers are a significant percentage of enrollments (as at UNC-Charlotte). For others, they are a negligible number. While there are many factors involved, it is important that the university and community colleges work together to make transfer possible by insuring that curricula are complementary, that students know what they will need to transfer and that students are assisted by the receiving institution in complying with its rules.

The data understate the transfer picture since they do not include students who may have transferred to a university during the spring semester; the data only show those transfers that occurred in the summer or fall semester. It is not now possible to show how the transfer rates of community college graduates compare with non-graduates.

Community colleges can serve as a way to increase the numbers of citizens who eventually attain a baccalaureate or graduate degree by providing a transition point that may be more comfortable, affordable or better suited to the needs of many students. In this way, they also can provide educational opportunities for groups such as minorities who have been underserved in the past.

Implications

Community colleges are an untapped resource for North Carolina universities. They also represent a viable way that students are getting the first two years of baccalaureate education in a setting that is more affordable to themselves and to the state. The numbers of transfers are rising, in line with the resolution of the Joint Boards of Education adopted in March 1989 that set a goal of a seven percent per year increase.

Data

TRANSFERS FROM COMMUNITY COLLEGES TO THE UNC SYSTEM

YEAR	NUMBER	PERCENT CHANGE	PERCENT OF ALL TRANSFERS
1991	4,035	26.6	40.5
1992	4,021	-0.3	40.2
1993	4,274	6.3	41.3
1994	4,249	-0.6	40.9
1995	4,028	-5.2	40.7

Source: ***Statistical Abstract of Higher Education in North Carolina, UNC General Administration.***

Recommendation

The North Carolina Community College System and the UNC System are currently working on two facets of the college transfer issue. First, a statewide comprehensive articulation agreement has been developed by the two Systems. This agreement will facilitate transfer of credit between the Community College System and the University System. Second, a Transfer Student Performance System is being developed that will provide better data to the Community College System on the number of transfers and the performance of transfers once they have entered the University System. These data should be carefully monitored in the future.

CRITICAL SUCCESS FACTOR V: WORKFORCE DEVELOPMENT

Supporting North Carolina's economic development has been an important part of the mission of the Community College System since its beginning. The System is a major tool for providing the state's citizens with the education and skills they need to be productive in the workforce. The System's institutions have traditionally worked closely with the businesses in their areas to insure that the programs offered by the college prepare citizens to take the jobs that are available. They have also provided citizens with the skills to be self-employed.

North Carolina originated customized training programs for new industries that agreed to come into the state, and its approach has been copied widely. This program remains a strong part of the state's economic development arsenal, along with other categorically funded programs for existing industries and small business.

Along with these specialized programs, the System's ability to stay current with the job market protects the state from skill shortages and protects its citizens from finding their skills outdated by changing technology and market forces. Measures of the success of the System in staying on the cutting edge are difficult to determine but important.

Renewed emphasis has been placed on the role of North Carolina community colleges in workforce development by the State Board of Community Colleges. A new mission statement for the System and a new set of System goals have been adopted by the State Board of Community Colleges which emphasize training and retraining for a Aworld-class workforce.@

The measures that have been identified for the success of the System in its economic development role are:

A. Number of Employers and Trainees Served by: New and Expanding Industry, Focused Industrial Training, Small Business Centers, Apprenticeship Programs

B. Number of Workplace Basic Skills Sites and Number of Students Being Served

C. Employer Satisfaction With Graduates

D. Employment Status of Graduates

WORKFORCE DEVELOPMENT MEASURE A: ***Number of Employers and Trainees Served by: New and Expanding Industry, Focused Industrial Training, Small Business Centers, Apprenticeship Programs***

Background

The programs that are examined by this measure are the categorical programs created specifically to address employer needs. They are very popular, partly due to the responsive and flexible way in which they allow the colleges to respond when specialized needs are identified.

North Carolina's New and Expanding Industry training program provides the customized training that has been a major part of the state's economic development strategy, and the Focused Industrial Training Program (FIT) has added similar services for existing businesses.

Small Business Centers were created to train entrepreneurs and existing small business owners. These programs provide workshops and seminars for their clients and resource and referral services.

North Carolina has not had a history of strong apprenticeship programs. The community colleges have mainly supported apprenticeship by providing related instruction in areas where enough apprentices are enrolled to form a class.

Implications

New and Expanding Industry continues to serve a large number of trainees and a significant number of employers in any given year. FIT is a newer program. The years that show marked increases in FIT enrollees are years in which new FIT centers were funded. Both programs continue to reach substantial numbers of employers and employees with training services. The Small Business Center program also continues to reach a large number of people with the range of services indicated.

It should be noted that the New and Expanding Industry program, the Focused Industrial Training program, and the Small Business Centers were never intended to be "numbers driven." These programs were designed to provide specialized services and, as such, fluctuations in numbers from year to year reflect changes in need rather than demand. Further, in the case of FIT, some programs have been so successful, that they have been developed into occupational extension programs to serve a wider clientele.

Data

NEW & EXPANDING INDUSTRY TRAINEES & PROJECTS

YEAR	TRAINEES	PROJECTS
1991-92	15,738	151
1992-93	16,640	160
1993-94	19,888	183
1994-95	18,805	192
1995-96	27,505	183

Source: Annual Report of Training Projects for New & Expanding Industries, Business and Industry Services, NC Community College System Office.

FOCUSED INDUSTRIAL TRAINING: TRAINEES & INDUSTRIES SERVED*

YEAR	TRAINEES	INDUSTRIES
1991-92	11,461	1,062
1992-93	14,129	977
1993-94	10,525	985
1994-95	9,453	752
1995-96	9,898	750

* Includes the apprenticeship program.

Source: Business and Industry Services, NC Community College System Office.

SMALL BUSINESS CLIENTS SERVED

YEAR	# OF CENTERS	PARTICIPANTS	COUNSEL	REFERRAL	EXT./CURR. COURSE PARTICIPANT
1991-92	53	45,981	15,472	14,101	9,719
1992-93	53	46,511	12,922	7,447	10,307
1993-94	53	38,582	10,671	3,479	11,355
1994-95	58	48,508	15,863	4,647	11,663
1995-96	58	42,905	13,967	5,324	14,932

Source: ***Small Business Progress Report, Business and Industry Services, NC Community College System Office.***

Recommendation

These data do not indicate the quality or cost effectiveness of the training being provided by the programs involved. Ways to show those elements should be developed and/or provided through regular evaluation of the programs. Emphasis should be given to the development of outcome measures for the programs. An ongoing assessment of these programs, as well as all other programs offered by the community colleges, should be implemented.

Currently efforts are underway to develop outcome measures for FIT, New and Expanding Industry, and the Small Business Centers. Notably, a measure of small businesses that receive services and remain in business for two years is being developed. These data will be reported as they become available.

WORKFORCE DEVELOPMENT MEASURE B: ***Number of Workplace Basic Skills Sites and Number of Students Being Served***

Background

According to a June 26, 1990 report prepared for The Governor's Commission on Workforce Preparedness, the proportion of workforce participants in North Carolina with at least a high school diploma is only 60 percent. The large number of adults currently in the workforce without a high school diploma represents a major obstacle for the future economic development of the state. Whereas the old technology of industry could absorb those individuals lacking a high school diploma, the technology of today's industries cannot. It is estimated that in 1990, 35 percent of all jobs in the nation were unskilled. By the year 2000 only 15 percent of the jobs will be unskilled. Clearly there is a great need to upgrade the skills of today's unskilled workers.

Workers of today must possess basic skills that are far different from those basic skills of yesterday. Besides communication skills and basic mathematical skills, today's worker must be able to think critically, work effectively in teams, and apply problem-solving skills. The key to the future economic well being of the state is an appropriately educated workforce.

A major barrier that exists for many workers in need of basic skills and basic skills training is the availability and accessibility of the training. These individuals are often under financial and other pressures that prevent them from pursuing basic skills classes at the community college. To meet the needs of these workers, workplace basic skills sites are being established across the state. A cooperative venture between the community colleges and the local industries, this program establishes basic skills classes at the industry site and tailors program content to complement workplace needs. The idea behind the program is that if classes are more accessible, more workers will participate, and if the content is more relevant to workplace needs, more workers will complete the program.

Implications

Data on the number of workplace basic skills sites and on the number of students being served by these programs indicates the program's success. After the increases in 1994-95, there was a small decline in the number of workplace basic skills sites and the number of students enrolled in 1995-96, but this may be due to random fluctuations in the availability of sites. The data will be carefully tracked to determine if any trend is occurring.

With the implementation of the Literacy Education Information System, data should be available in the future to determine the success of students participating in the workplace basic skills site programs as compared with students in traditional basic skills programs.

Data

NUMBER OF WORKPLACE BASIC SKILLS SITES AND NUMBER OF STUDENTS BEING SERVED

YEAR	NUMBER OF SITES	STUDENTS ENROLLED
1991-92	430	10,404
1992-93	417	10,547
1993-94	400	10,222
1994-95	445	10,395
1995-96	389	10,190

Source: Workplace Basic Skills Sites in NC, 1994-95; Federal Annual Literacy Report, NC Community College System Office.

Recommendation

Data should continue to be collected on this measure. An analysis of the success of students participating in the workplace basic skills program should be conducted. This analysis should not only determine the success of the students in the program, but should also examine factors related to the structure of the program at different industries and the effect those factors have on the success of the students. Further, some cost analysis on the workplace basic skills program compared to other basic skills programs may provide useful information.

WORKFORCE DEVELOPMENT MEASURE C: ***Employer Satisfaction With Graduates***

Background

Employer satisfaction with community college students is a critical test of all programs. A 1991 survey of North Carolina employers conducted for the Governor's Commission on Workforce Preparedness revealed that 72.4 percent of employers are satisfied, overall, with the preparation community college students are getting. This compared with only 29 percent expressing satisfaction with public schools. While such data are encouraging, nevertheless they do not reflect the performance of specific graduates nor do they provide insight on the nature of weaknesses which are encountered.

Individual institutions in the System conduct employer surveys as part of their planning process and/or program review process, but there is no systematic coordination of the effort. Such data were collected at one time through a state sponsored survey of employers, but they are no longer collected. The survey results were generally very favorable.

The North Carolina Community College System Office is now working with the North Carolina State Occupational Information Coordinating Committee (NC SOICC) on the refinement of an interagency follow-up system that would track the education and training histories, placement, employment and wages of former participants in the state's education and training programs. The system, similar to one that has been established in Florida and several other states, utilizes information from the Unemployment Insurance database maintained by the Employment Security Commission. Under this system, student records from the community colleges are matched with the Unemployment Insurance records revealing which students are employed, the name and address of their employer, and their quarterly wages. The data base does not include the position or job type of former students.

A second step would be to use the information on employers generated by the Unemployment Insurance database to survey employers. The survey would be designed to gather information on the position or job type of former students and on employer satisfaction.

The first phase of this project has been completed. Student records have successfully been matched with information in the Unemployment Insurance files. Efforts will continue to focus on the further development of this tracking system and the assessment of employer satisfaction.

Beginning in 1994-95, all colleges are required to review all curriculum programs annually using a State Board of Community Colleges adopted Annual Program Review (APR) model. One measure contained in the APR is employer satisfaction. Until a common follow-up system is developed to report employer satisfaction, data extracted from the colleges' Annual Program Review will be aggregated at the college level, allowing for an overall employer satisfaction measure for the college and the System.

Implications

Limited data on employer satisfaction were available for students who completed a community college program in 1994-95. A total of 6,001 employers responded to a survey administered by the colleges that asked for the employers level of satisfaction with former community college students. The data showed that 64 percent of the employers rated their level of satisfaction with community college completers as "Satisfied or Very Satisfied".

These data are the first of this type to be systematically collected on employer satisfaction by all community colleges. As the surveying techniques and collection methodologies are improved, the data will become more valuable.

Data

EMPLOYER SATISFACTION WITH COMMUNITY COLLEGE CURRICULUM PROGRAM COMPLETERS

PROGRAM AREA	NUMBER OF EMPLOYERS RESPONDING	PERCENT RATING SATISFACTION LEVEL AS "SATISFIED" OR "VERY SATISFIED"
Technical	4,480	63.4
Vocational	1,521	64.3
Total	6,001	64.0

Source: Planning and Research, NC Community College System Office.

Recommendation

Employer evaluation of programs is an essential accountability tool. The Community College System should continue to work with the NC SOICC to refine and implement the interagency follow-up system. Funds and other resources should be sought to develop and implement a state-wide employer survey.

WORKFORCE DEVELOPMENT MEASURE D: ***Employment Status of Graduates***

Background

The most important measure of the effectiveness of programs intended to help people get and secure good jobs is the record of students accomplishing that goal. There is much anecdotal data about the success of community college students. Often instructors who are close to their students and program heads who are close to the employers know whether their students are getting jobs. This anecdotal evidence is very strong for some programs, such as nursing, but absent or less promising for others. It is more difficult for an instructor with large classes or for program administrators when the programs have more dispersed labor markets to be as exact about the numbers of students who are placed, though they often have a good Afeel@ for the situation.

Nevertheless, comprehensive student follow-up is really the only way to have complete data on placement rates, and student follow-up is expensive. While a partial student follow-up was conducted each year for several years, the data included only twelve colleges each year. Thus, the data are not comparable over the state. Problems with response rates and the sample nature of the follow-up also precluded definitive results. The partial student follow-up was funded by the federal government as part of an assessment of vocational education programs. Those funds are no longer available and, as a result, the partial student follow-up will not be continued.

Colleges are conducting student follow-up surveys as required by annual program review. These surveys include questions related to employment status and provide valuable information to the college. The follow-up is not well developed at this time and the data that are available are not adequate to report.

As discussed in Workforce Development Measure C, the North Carolina Community College System Office is working with the NC SOICC on the refinement of an interagency student follow-up system that will utilize the Unemployment Insurance database maintained by the Employment Security Commission. Data are currently being collected and analyzed to determine the validity of this method of collecting data.

Recommendation

Placement rates are one of the essential indicators for programs focused on the workforce, but a more appropriate measure would focus on employment rate in a related field. The Community College System Office should continue to work with the NC SOICC on the interagency follow-up system to expand the data collection efforts to include the determination of whether or not the employment is in a related field.

CRITICAL SUCCESS FACTOR VI: COMMUNITY SERVICES

Part of the mission of the comprehensive community college is to provide special services for the citizens of the community. These services take the form of providing educational opportunities which help individuals to be better citizens, parents and just better people. The tendency has been to let community services become defined as the classes offered, particularly, in avocational or leisure-time activities. However, the real meaning of community services encompasses the role of the college in supporting leadership development in the community, offering its facilities as a meeting place, providing cultural activities and other specialized functions. It includes the activities of college personnel in supporting the civic and benevolent activities of the community. The wide range of the types of things that community service courses include is evidence of the key role community colleges play in the life of individual, and very different communities.

Community services classes have been funded through a block grant since 1987-88. Funding for community services classes shows the effect of financial pressure, so enrollments have minimum value as a performance indicator. However, the data that is available measures the number of avocational, practical skills and other courses that are offered and their enrollment. Data have also been collected on the use of campus facilities by outside groups; and, data on community financial support of the colleges have been compiled.

For fiscal year 1991-92, the funds for community service and the visiting artist program were cut in half and combined into one block grant. The legislature and the State Board of Community Colleges maintained their position that all colleges must have a presence in community service and the cultural arts. For fiscal year 1992-93, the block grant to support community service was reduced by another 14.4 percent and the North Carolina Arts Council made the decision to discontinue the visiting artist program with community colleges.

The measures of community service are:

A. Number of Courses Offered and Students Enrolled Through Community Services (Avocational, Practical Skills, Academic, Cultural/Civic)

B. Enrollment of Senior Citizens

C. Support of Community Service Activities (Use of Facilities by Outside Groups; Support of Civic and Cultural Activities)

COMMUNITY SERVICES MEASURE A: ***Number of Courses Offered and Students Enrolled Through Community Services (Avocational, Practical Skills, Academic and Recreational)***

Background

The community college mission in continuing education is well established. In the North Carolina System, a distinction has been made between continuing education courses designed to enhance occupational skills and non-credit courses that can be academic, avocational, recreational, or that teach practical skills. All courses in these categories, except for recreational classes, must be approved by the State Board before a college can offer them, since they are eligible for state funding. Occupational classes are funded by an FTE formula similar to credit (or curriculum) courses, though at a lower level. The other categories are supported by a block grant for community services, an approach that was begun in 1987-88. Recreational classes must be self-supporting. Other classes may be offered on a self-supporting basis, but if so, they do not earn FTE toward the college's share of the block grant. Fees collected for such classes may be used to enable the college to continue and expand its community services program. This provision enables the community services program to grow even though state funding is kept to a minimum level.

In 1994-95, the designation of continuing education courses was changed. The categories formerly reported under community service are no longer applicable. Therefore, this measure now reports enrollment in community service activities and non-occupational self-supporting courses. Only two years of data are available.

Implications

The data show a decline in the enrollment in community service courses of 8.73 percent. At the same time there was a significant increase in the enrollment in non-occupational self-supporting courses of 14.08 percent. The overall total increased 9.23 percent. These data will be monitored in the future to determine enrollment trends.

Data

ENROLLMENT IN COMMUNITY SERVICE AND NON-OCCUPATIONAL SELF-SUPPORTING COURSES

YEAR	COMMUNITY SERVICE	NON-OCCUPATIONAL SELF-SUPPORTING	TOTAL
1994-95	18,376	68,119	86,495
1995-96	16,771	77,709	94,480

Source: ***Annual Statistical Report, Information Services, NC Community College System Office.***

Recommendation

During the 1995 session of the General Assembly, community colleges were granted flexibility in the use of money previously designated for community services. These funds were no longer restricted to community services activities as long as colleges continue to provide community services at an appropriate level. Colleges addressed this stipulation in their Institutional Effectiveness Plans submitted to the System Office. These data will be monitored to ensure that colleges continue their significant role in improving communities across the state.

COMMUNITY SERVICES MEASURE B: ***Enrollment of Senior Citizens***

Background

One of the purposes of community services activities is to reach citizens who have few alternatives. Senior citizens are the major group, but citizens in rest and nursing homes, prisons, mental health and alcohol rehabilitation facilities, etc. are also among those served with these classes and other activities.

Senior citizens make up a majority of those enrolled in community services classes. These citizens depend on community college activities for opportunities to fulfill learning objectives that may have been postponed, to help them cope with health, financial or other problems, and to improve their general quality of life. The state has a historic commitment to them and provides community college classes tuition-free. Community colleges contribute to making North Carolina attractive to retirees.

Data have not previously been collected on the characteristics of participants in community service activities. While such data can be readily collected from participants in classes, it is difficult and expensive to collect data from participants in other types of community service activities. It is possible, however, to determine the number of senior citizens enrolled in community services classes since age is collected at the time of registration.

Implications

Due to changes in the classification of continuing education programs, data on past enrollments of senior citizens in community service programs are not compatible with the reporting format that began in 1994-95. Enrollment of senior citizens in community service showed a 6.44 percent increase while non-occupational self-supporting courses' enrollment declined by 2.62 percent. The change to the overall total is insignificant.

Data

ENROLLMENT OF SENIOR CITIZENS (65 OR OLDER) IN COMMUNITY SERVICE AND NON-OCCUPATIONAL SELF-SUPPORTING COURSES

YEAR	COMMUNITY SERVICE	NON-OCCUPATIONAL SELF-SUPPORTING	TOTAL
1994-95	6,743	17,346	24,089
1995-96	7,177	16,892	24,069

Source: ***Annual Statistical Report, Information Services, NC Community College System Office***

Recommendation

Data on the number of senior citizens enrolled is an important measure in understanding the breadth of the community college mission. These data should continue to be monitored. At the same time an estimate of lost revenue resulting from enrolling senior citizens tuition free should be developed. This measure could have implications for projecting tuition receipts in the future.

COMMUNITY SERVICES MEASURE C: ***Support of Community Services (Use of Facilities by Outside Groups; Support of Civic and Cultural Activities)***

Background

The role that community colleges play goes beyond the educational mission that is normally associated with colleges. In many communities, the colleges provide a focal point for community activity and cultural events. Whether it is providing a central location for community groups to meet, holding forums during political debates, or sponsoring events in the fine arts, the colleges have a major impact on the quality of life in the community.

It is not easy to measure the true impact of the colleges on the quality of life in their service area with data that are currently being collected. It is possible, however, to demonstrate the extent to which the colleges provide services to the community. Two measures have been chosen to indicate the extent to which the community colleges support community services activities.

The first measure examines the role that the community colleges play as a center of local activity. The mission of the Community College System relative to community service includes providing, where needed, a central location for meetings and events of local community groups. For many communities, the college provides the facilities that make many of their functions possible.

Each college was asked to record the number of outside groups using the facilities and the number of hours the facilities were used by these groups. An outside group was defined as any group not directly associated with the college. Thus, if the local chamber of commerce or the county commissioners held a meeting at the college, such an event would be recorded.

The second measure of the colleges' support of community services activities is the number of civic and cultural events the colleges sponsor or co-sponsor. These non-FTE generating activities are designed to fulfill the community service mission of the colleges. For many communities, the colleges are the center of civic and cultural events, providing enriching experiences for all members of the community.

It is difficult to measure the impact that the civic and cultural events sponsored by the college have on the community. Colleges have been asked to maintain a total count on the number of non-FTE generating civic and cultural events that were either sponsored or co-sponsored by the college. The data are presented on the next page.

Implications

The data on the number of outside groups using the college facilities and the total hours of usage indicate that the colleges do provide a valuable service to the community in making the college facilities available to outside groups. The data show that the number of outside groups using the college facilities in 1995-96 declined by 5.98 percent following increases in 1993-94 and 1994-95 of 22.75 and 9.92 percents, respectively.. While data on availability of space to respond to requests was not systematically collected, many colleges reported not being able to meet all the requests for use of the facilities due to the scheduling of classes during the day and evening. Please note that even though the number of groups declined the hours of facilities' usage increased.

Data

NUMBER OF OUTSIDE GROUPS USING COLLEGE FACILITIES AND TOTAL HOURS OF FACILITIES USAGE BY OUTSIDE GROUPS

YEAR	NUMBER OF GROUPS		HOURS OF FACILITIES USAGE	
	TOTAL	MEAN	TOTAL	MEAN
1991-92	4,240	75	65,838	1,176
1992-93	4,238	77	81,403	1,480
1993-94	5,202	102	78,111	1,532
1994-95	5,718	102	70,584	1,260
1995-96	5,376	101	70,674	1,333

Source: Planning and Research, NC Community College System Office.

The data on the colleges= support of civic and cultural events demonstrate that they are fulfilling their community service mission. In examining the data, it must be remembered that these civic and cultural events are in addition to FTE generating civic and cultural events.

Data

NUMBER OF NON-FTE GENERATING CIVIC AND CULTURAL EVENTS SPONSORED OR CO-SPONSORED BY COMMUNITY COLLEGES

YEAR	NUMBER OF SPONSORED EVENTS		NUMBER OF CO-SPONSORED EVENTS	
	TOTAL	MEAN	TOTAL	MEAN
1991-92	1,303	23	935	17
1992-93	1,699	31	1,168	21
1993-94	1,347	26	2,122	42
1994-95	1,290	23	1,083	19
1995-96	807	18	1,363	26

Source: ***Planning and Research, NC Community College System Office.***

Recommendation

This measure needs to be examined more closely. While clearly college facilities are being used extensively by outside groups, it is not known what types of groups are using the facilities or how the facilities are being used. This may be the topic of a special study to determine the impacts beyond educational program offerings that community colleges have on the counties in which they are located. In addition, a study should be designed to determine the impact that the sponsoring of civic and cultural events have on the community.

Educational institutions across the nation are being held accountable for their actions as never before. Federal legislation in the form of the Campus Security, Right to Know Act and Carl Perkins Act regulations has caused colleges to look more closely not just at the process of what they are doing, but also at the end product**C**the outcomes of their actions. The General Assembly, in examining budget requests, is keenly interested in the return on the state's investment in the community colleges. Accrediting agencies, the chief of which is the Southern Association of Colleges and Schools (SACS), have made demonstrated institutional effectiveness a major factor in the accreditation or reaffirmation of a college. The North Carolina State Board of Community Colleges has adopted, as one of four System goals, the goal of Accountability and Standards.

To be accountable is to be answerable for, implying that the accountable party is responsible for a satisfactory explanation. That in turn implies that the accountable party has sufficient authority and resources to produce a satisfactory account.

Accountability for the Community College System is shared by the State Board, the local boards, state and local administrative staffs and faculty. Each has responsibilities for which it is held accountable. A well-organized and managed system will provide appropriate authority and resources at each level and hold each group appropriately accountable.

The entire process of planning, program review, evaluation of results and these critical success factors themselves makes up an essential part of the comprehensive accountability system. Traditionally, accountability has been defined primarily in terms of accountability for funds, but these measures also indicate how programs are managed.

The measures chosen are:

A. Annual Educational Program Audit Summary**C**Number Audited and Percent of System Instructional Budget Cited for Exceptions

B. Number and Percent of Programs Reviewed

C. Number and Percent of Eligible Programs Accredited or Reaffirmed

ACCOUNTABILITY MEASURE A: ***Annual Educational Program Audit Summary–Number Audited and Percent of System Instructional Budget Cited for Exceptions***

Background

Auditors from the Community College System Office review the records of each college and determine the integrity of the accounts. Since the funds are distributed by a formula that is primarily driven by the number of full-time equivalent (FTE) students in class, and the types of classes Aearn@ different amounts of dollars, it is important that students be properly counted and that classes be properly designated by type. Tuition must be properly charged and collected, and classes must meet in proper settings for approved periods of time. These and certain other details are the subject of the program audits.

The data show the number of audits conducted, the percentage of audits with exceptions, the resulting financial adjustments made as a result of the audits, and the percentage of System instructional budget accounted for by the financial adjustments.

The available data are for audits conducted in 1991-92 through 1995-96 covering program years 1990-91 through 1994-95. The number of program auditors employed by the System has increased over the years. This has resulted in increased ability to conduct more audits, to conduct more extensive audits, and to provide advice that prevents audit concerns. As recommended, the System also changed its procedures to provide for more balance between the amount of auditors= time focused on continuing education and curriculum programs. These changes are reflected in shifts in the numbers and types of questions raised by the auditors.

Implications

Over the past four years, the percentage of audits with exceptions and the resulting financial adjustments declined significantly. This decline in audit exceptions and resulting financial adjustments is an indicator of the careful management of programs taking place at the colleges.

Data

EDUCATION PROGRAM AUDIT SUMMARY:
NUMBER OF COLLEGES AUDITED, NUMBER OF EXCEPTIONS CITED,
PERCENTAGE OF AUDITS WITH EXCEPTIONS

YEAR	COLLEGES AUDITED	COLLEGES CITED FOR EXCEPTIONS	% OF AUDITS WITH EXCEPTIONS	RESULTING FINANCIAL ADJUSTMENT	% OF SYSTEM INSTRUC. EXPEND.
1991-92	58	23	39	$ 175,802	0.07
1992-93	58	28	47	$1,174,682	0.45
1993-94	58	26	43	$ 500,395	0.17
1994-95	54	19	35	$ 480,323	0.17
1995-96	54	14	28	$ 216,838	0.10

Source: ***Annual Audit Summary, Auditing and Accounting, NC Community College System Office.***

Recommendation

The data on the number of audits and exceptions is useful, but a better way to indicate the seriousness of the exceptions and their satisfactory resolution needs to be developed. A way to show whether the colleges corrected problems or continued to have the same ones should be developed.

EDUCATION PROGRAM AUDIT SUMMARY, 1995-96:
COLLEGES CITED FOR EXCEPTIONS AND RESULTING FINANCIAL ADJUSTMENTS

INSTITUTION	FTE	RESULTING FINAN. ADJUSTMENT	% OF INSTRUC. BUDET
<1,000			
Pamlico CC	216		
Tri-County CC	636		
Montgomery CC	667		
Bladen CC	697	$28,147	1.50
Roanoke-Chowan CC	839		
Martin CC	844		
Mayland CC	860		
McDowell TCC	875		
Brunswick CC	945	$6,084	0.27
1,000–1,999			
James Sprunt CC	1,030		
Piedmont CC	1,072		
Anson CC	1,102		
Sampson CC	1,167		
Carteret CC	1,252		
Haywood CC	1,272		
Mitchell CC	1,328		
Isothermal CC	1,387		
Beaufort County CC	1,453		
Halifax CC	1,458		
Richmond CC	1,458		
Cleveland CC	1,464	$5,544	0.16
Blue Ridge CC	1,466		
College of the Albemarle	1,479		
Stanly CC	1,492		
Nash CC	1,502		
Southwestern CC	1,516		
Wilson CC	1,533		
Randolph CC	1,535		
Edgecombe CC	1,617		
Rockingham CC	1,664		
Southeastern CC	1,702	$11,199	0.25
Wilkes CC	1,779		
Robeson CC	1,887		
Craven CC	1,972	$3,618	0.07
2,000–2,999			
Lenoir CC	2,101		
Western Piedmont CC	2,151		
Davidson County CC	2,183		
Surry CC	2,256		
Caldwell CC & TI	2,328		
Vance-Granville CC	2,404		
Alamance CC	2,460	$4,053	0.07
Sandhills CC	2,531	$30,933	0.46
Wayne CC	2,582		
Rowan-Cabarrus CC	2,688		
Johnston CC	2,692	$4,803	0.07
Catawba Valley CC	2,795		
Durham TCC	2,945	$14,230	0.18
3,000–4,999			
Cape Fear CC	3,105	$87,995	1.22
Asheville-Buncombe TCC	3,123	$6,180	0.08
Coastal Carolina CC	3,197		
Gaston College	3,207		
Central Carolina CC	3,241		
Pitt CC	3,505		
Forsyth TCC	3,967		
>4,999			
Guilford TCC	5,207	$4,003	0.03
Wake TCC	5,908	$6,660	0.05
Fayetteville TCC	7,986	$27,698	0.16
Central Piedmont CC	9,203	$63,691	0.45
System Totals	**126,931**	**$304,838**	**0.10**

ACCOUNTABILITY MEASURE B: Number and Percent of Programs Reviewed

Background

The State Board adopted a policy in October 1989 requiring that each college review all its curriculum programs every five years. Models for comprehensive program reviews were developed by a consortium of five colleges and disseminated throughout the System. The intent of this measure was to determine the percentage of programs being reviewed by colleges during the five-year cycle.

In 1994, the State Board of Community Colleges adopted the Annual Program Audit model. Colleges are now required to review all programs and services annually, utilizing key data elements that have been defined for the System. In addition, performance standards have been linked to several measures. These performance standards, if not met, will trigger a more in-depth program review or program termination.

As a result of this change to the Annual Program Audit, the measure of percentage of programs reviewed is no longer relevant. It is recommended that this measure be changed to monitor the number of programs that meet performance standards set in the Annual Program Audit.

ACCOUNTABILITY MEASURE C: Number and Percent of Eligible Programs Accredited or Reaffirmed

Background

In addition to approval by the State Board of Community Colleges, many curriculum programs are eligible for accreditation by outside agencies. For some programs, such as the Associate Degree Nursing program, accreditation by an outside agency is required by the Community College System Office in order for the program to be offered. A number of programs, however, do not have mandatory accreditation requirements. Colleges can choose whether or not to accredit these programs.

There are a number of reasons why a college would want to accredit a program that does not carry mandatory accreditation by the Community College System. In several cases, for a graduate to be a candidate for licensure or certification, the program must be accredited by the agency issuing the license or certificate. In other cases, accreditation may raise the status of the program since it documents adherence to a given set of state or national standards. Finally, accreditation can be thought of as a program management tool, like program review, for it provides standards by which to judge the curriculum.

There are also reasons not to seek accreditation. The accreditation process can be costly, with some accreditations costing several thousand dollars. In addition, the college may not have the faculty or staff resources necessary to carry out the accreditation process; there is a time cost involved. Finally, the requirements for accreditation may be beyond the resources of the college. For example, there may be equipment or library requirements that the college simply cannot meet.

Implications

Data on accreditation of programs are no longer collected by the Academic and Student Services Division of the System Office. If this continues to be the case, this measure should be discontinued.

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